DOCUMENT RESUME

ED 164 886 CE 019 105

AUTHOR	Halmes, Ellen; Sawatzky, Joyce
TITLE	Vocational Home Economics Education. Needle Trades.
INSTITUTION	Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE	78
NOTE	332p.; For a related document see ED 159 367 ; Parts may not reproduce clearly due to colored background
AVAILABLE FROM	Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Vocational Education; Behavioral Objectives; Curriculum Guides; Equipment Maintenance; Job Skills; Learning Activities; *Needle Trades; *Occupational Home Economics; Secondary Education; *Sewing Instruction; Worksheets

ABSTRACT

This instructional package, designed for use in secondary and adult education, focuses on the vocational area of needle trades. Section A of this document contains three units of instruction; "Securing a Job," "Career Success," and "The Free Enterprise System." Section B contains four units on sewn products operations: "Sewing Machine Maintenance and Safety," "Needle Trade Techniques," "Cutting Room Operations," and "Quality Control, Pressing, and Shaping." Each unit includes the following elements: unit goals and student performance objectives, suggested teacher activities, information sheets (lesson content, illustrations, background information), student worksheets, worksheet answers, job sheets (procedure steps for specific job skills), transparency masters, unit references (books, magazines, etc.), unit tests, and unit test answers. (JH)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED164886

Vocational Home Economics Education

NEEDLE TRADES

Ellen Halmes, Curriculum Writer
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Joyce Sawatzky, Assistant Coordinator
Curriculum and Instructional Materials Center
Stillwater, Oklahoma

Developed by the
Curriculum and Instructional Materials Center
OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
Leslie Fisher, Chairman
Francis T. Tuttle, Director
Bob Patton, Coordinator, Curriculum and Instructional Materials Center

CE 019 105

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Carol K. Laughlin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Copyright - 1978

Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
Stillwater, Oklahoma
and
Research and Curriculum Unit for Vocational and Technical Education
Mississippi State University

Edited and Distributed by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

TABLE OF CONTENTS

Section A--Related Information

Unit I Securing a Job . . . . 1 - A
Unit II Career Success . . . . 61 - A
Unit III Free Enterprise System . . . . .113 - A

Section B--Sewn Products Operations

Unit I Sewing Machine Maintenance and Safety . . . . 1 - B
Unit II Needle Trade Techniques . . . . 57 - B
Unit III Cutting Room Operations . . . . .141 - B
Unit IV Quality Control, Pressing, and Shipping . . . . .187 - B

FOREWORD

The National Network for Curriculum Coordination in Vocational and Technical Education was established to assist all states in knowing the work being done nationwide in order that duplicate efforts be avoided in developing curriculum and instructional materials. In 1975 the decision was made to begin a comprehensive task analysis of the apparel industry in Mississippi in order to develop performance-based instructional materials. This initial R/CU effort later became a base for the development of a "catalog" of performance guides for the Vocational-Technical Education Consortium of States (V-TECS). Through the framework of the NNCCVTE the Mississippi Research and Curriculum Unit contracted with the Oklahoma Curriculum and Instructional Materials Center to develop the instructional materials package to be used in needle trades programs.

Needle Trades is intended to be a valuable resource for you, the vocational instructor. First, the manual can assist in developing uniformity among the clothing production and management programs in the states. Second, *Needle Trades* will prove to be an asset in setting minimum standards for all programs. Last, these instructional materials can provide a means of both teacher and student accountability.

The components within the covers of *Needle Trades* are designed to prepare students, i.e. male, female, secondary, part-time or full-time adult, for employment in the needle trades area of the fashion field. We believe that this manual offers you an opportunity to assist students in mastering competencies needed for employment.

Dr. Francis Tuttle, Director
Oklahoma State Department of
Vocational and Technical Education

Nedra Johnson, State Supervisor
Vocational Home Economics Education,
State Department of Vocational
and Technical Education

Dr. Jim Shili, Director
Research and Curriculum Unit
for Vocational and Technical Education,
Mississippi State University

Ida Ballard, State Supervisor
Division of Vocational and Technical
Education, Home Economics Education,
Mississippi State Department of Education

PREFACE

The area of clothing construction in home economics has expanded from the domestic home environment to the industrial environment of the factory. The benefits of this expansion are reciprocal, with home economics educators drawing knowledge from the industry and the industry being provided with entry level trained workers.

A special blend of personal characteristics is required of a person who chooses a career in industrial clothing construction; not every student will be able to fit the mold of an ideal needle trades employee. Job demands of a needle trades career are considered quite positive by some individuals and negative by others; few feel indifferent about the job.

For too long there has been a void in availability of adequate instructional materials to assist vocational instructors and employers in training individuals for employment in the needle trades industry. The manual *Needle Trades* provides the student with the experience, skill, and speed development required by manufacturers in the fashion industry. The manual focuses on manipulative skills, cognitive information, and affective qualities required of a good needle trades employee.

A tremendous amount of effort has been spent by vocational instructors, teacher educators, supervisors, and business representatives to make this manual a viable and useful teaching tool.

Ellen Halmes, Curriculum Writer
Oklahoma Curriculum and Instructional
Materials Center

Joyce Sawatzky, Assistant Coordinator
Oklahoma Curriculum and Instructional
Materials Center

ACKNOWLEDGEMENTS

Appreciation is expressed to the many individuals who gave their time, talents, and knowledge in the preparation of this publication. Without their combined efforts this publication would not have been possible. The content of *Needle Trades* was planned and reviewed by:

Vocational Home Economics Teachers

Coeta Adkisson
Ringwood High School
Ringwood, Oklahoma

Dorothy Harp
Holdenville High School
Holdenville, Oklahoma

Lynda Johnson
Gordon Cooper Area
Vocational-Technical School
Shawnee, Oklahoma

Joy Moore
Carthage Attendant Center
Carthage, Mississippi

Rose Nero
Greenwood Vocational Complex
Greenwood, Mississippi

Brenda Oliver
Choctaw County Vocational Complex
Ackerman, Mississippi

Cecilia Robinson
East Tallahatchie Public Schools
Charleston, Mississippi

Donna Von Tungelin
Canadian Valley Area
Vocational-Technical School
El Reno, Oklahoma

Juanita Walton
Tri-County Area Vocational-
Technical School
Bartlesville, Oklahoma

Suzanne Winter
Tulsa County Area Vocational-
Technical School
Tulsa, Oklahoma

State Department of Vocational Home Economics Education Staff

Helen Gay Armstrong
Central District Supervisor
Oklahoma

Sue W. Bailey
Assistant Supervisor
Special Vocational Programs
Mississippi

Ida Ballard
State Supervisor
Mississippi

Edna Crow
Northwest District Supervisor
Oklahoma

Helen Jensen
Southwest District Supervisor
Oklahoma

Lenorah Polk
East District Supervisor
Oklahoma

Joyce Thompson
Southeast District Supervisor
Oklahoma

Betty True
Northeast District Supervisor
Oklahoma

A unique tribute is offered to each of the many unnamed individuals who have contributed during the industry survey, review, and validation process of the tasks of needle trades personnel that became the foundation of the V-TECS catalog.

Genuine gratitude is extended to each of the individual staff members of the Research and Coordinating Unit and Curriculum and Instructional Materials Center. Without their constant support and dedication the development of this manual would have been an insurmountable task. A special "thank you" goes to the Graphics Division for their services during the typing, art, layout, and printing of *Needle Trades*.

Special recognition is given to cooperating industries and their employees who so graciously and cooperatively allowed us to work and visit in their businesses and, thus, make this publication a more useful one:

Larry Bay, Guy James, Inc., Midwest City, Oklahoma

Fred Fernandez, Lillian Russell, Inc., Wewoka, Oklahoma

Leonard H. Williams, Charles Komar & Sons, Seamprufe Corporation, Holdenville, Oklahoma

8

USE OF THIS PUBLICATION

Instructional Units

Needle Trades includes two areas. Each area consists of three or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

Name
Label
List in writing
List orally
Letter
Record
Repeat
Give

Identify
Select
Mark
Point out
Pick out
Choose
Locate

Describe
Define
Discuss in writing
Discuss orally
Interpret
Tell how
Tell what
Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he/she might reasonably expect from a person who has had this training.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

[redacted]

SECTION A

RELATED INFORMATION

SECURING A JOB
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to locate employment opportunities and practice appropriate "job-getting" skills in order to secure employment. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with securing a job to the correct definitions.
2. Arrange in order steps in a practical job-seeking plan.
3. Name sources for locating employment opportunities.
4. Discuss types of employment agencies and their operations.
5. Select from a list guidelines for personal appearance for an interview.
6. Name job-training sources.
7. Complete a sample employment test.
8. Prepare a resumé.
9. Write a cover/application letter.
10. Complete employment application form.
11. Use telephone to arrange job interview.
12. Participate in a job interview.
13. Evaluate a job offer.
14. Write a follow-up letter.
15. Compare job opportunities.

SECURING A JOB
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Invite resource person (e.g., business owner, personnel director, superintendent or principal) to discuss "What I look for on application letters, resumés, employment application forms, and follow-up devices."

   F. Invite resource people to stage situations for Assignment Sheets #1 and #6 that will make the learning experience for the students more realistic.

   G. Collect newspaper ad sections for students to use in completing assignment sheets.

   H. Invite representative from employment agency to explain how employment agencies can benefit students in locating employment.

      (NOTE: A representative from state employment service will come to Oklahoma schools without charge. Contact early!)

   I. Obtain actual letters of application and resumés to show students.

   J. Make a display of actual application forms and contracts from employment agencies or resources in local area. If possible, after student has achieved on a sample employment application included in unit, have student complete a "real" application form; evaluate for test.

   K. Arrange for video tape during job interview sessions in order for students to evaluate and critique themselves and others.

   L. Arrange for a teletrainer from phone company in your area to facilitate learning process in Assignment Sheet #5.

   M. Give test.

   N. Reteach if necessary.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
    1. Assignment Sheet #1--Complete Sample Employment Test
    2. Assignment Sheet #2--Prepare a Resumé
    3. Assignment Sheet #3--Write a Cover/Application Letter
    4. Assignment Sheet #4--Complete Employment Application Form
    5. Assignment Sheet #5--Use Telephone to Arrange Job Interview
    6. Assignment Sheet #6--Participate in a Job Interview
    7. Assignment Sheet #7--Evaluate a Job Offer
    8. Assignment Sheet #8--Write a Follow-up Letter
    9. Assignment Sheet #9--Compare Job Opportunities
- D. Answers to Assignment Sheet #1
- E. Test
- F. Answers to test

III. Unit references:

A. Nelson, Frank. *Distributive Education II: Course of Study*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

B. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core*. Stillwater: Oklahoma State Department of Vocational-Technical Education/Curriculum and Instructional Materials Center, 1977.

C. Allen, Cliff. "About Getting A Job" and "After High School--What," *Practical Family Life*. Greenfield, Mass.: Channing L. Bete, Inc., 1977.

D. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight Publishing Company, 1975.

E. Feingold, S. Norman, and Swerdloff, Sol. *Occupations and Careers*. St. Louis: McGraw-Hill Book Company/Webster Division, 1969.

IV. Additional references:

(NOTE: Only Oklahoma vocational teachers may order films from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma, 74074. Out-of-state teachers may purchase and/or rent materials from the addresses listed.)

A. "Applying for a Job." Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

B. "Getting a Job Is a Job." Available from Dibie-Dash Productions, 4949 Hollywood Boulevard, Suite 217, Hollywood, California 90028.

C. "Your Job: Finding the Right One." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

D. "Your Job: Applying for It." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

E. "I Guess I Got the Job." Available from McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

F. McDermott, Irene E., and Norris, Geanne L. *Opportunities in Clothing.* Peoria, Illinois: Charles A. Bennett, 1972.

G. Pamphlets

1. *How to Get and Hold the Right Job.*
2. *How to Prepare Yourself for Job Interviews.*
3. *How to "Sell Yourself" to an Employer.*

   (NOTE: All the above are available from the nearest state employment service office.)

4. *Appointment with Tomorrow.* Available from Vaseco Inc., 2301 Classen Boulevard, P. O. Box 60274, Oklahoma City, Oklahoma 73106.

SECURING A JOB
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Interview--Meeting of employer and job applicant for purpose of evaluation and questioning

B. Resumé--Written statement or summary of information about an individual that would be of interest to a prospective employer; may also be referred to as *personal data sheet*

C. Blind ad--Classified advertising that does not identify the advertiser

(NOTE: Applicant is asked to send a letter of application and resumé to a post office box number or to call a certain number.)

Example:

SEWING MACHINE OPERATOR
Local industry needs person experienced in operating industrial sewing machine. 5-day work week. Insurance benefits. Free parking. Send resumé to P.O. Box D493 Townville Journal.

D. Help-wanted ad--Classified advertisement telling what kind of job is available and what the qualifications are

Example:

INDUSTRIAL SEWING MACHINE OPERATOR
Setting pockets, a.m. shift, must be dependable.
Personnel Dept., M. Williams Industry, 5504 Howard.

INFORMATION SHEET

E. Employment/situation-wanted ad Classified advertisement placed by individual seeking employment and telling what his/her qualifications are

Example:

Industrial sewing machine operator, 6 years experience, dependable, new permanent resident in Yorkville, 298-8313.

F. Employment agency Business that is designed to help individuals find employment

G. Character reference Comments from past employers referring to your personality and personal habits

Examples: Easy to get along with, cooperative, neat appearance, honest

H. Application form Printed form on which job applicant records information about his/her personal history, job history, job experience, education, and references

II. Steps in a practical job-seeking plan

A. Write out a complete self-inventory

(NOTE: Consider your abilities, experiences, personality, working conditions, and wants! You may decide that you aren't ready for the job you want. Do you need more schooling, military service for maturity, jobs needed to gain experience?)

B. Write out a list of employer possibilities

C. Write out a list of possible "contacts" to help you in your search

D. Prepare for the job interview (Assignment Sheets #1, #2, #3, #4, #5, and #6)

(NOTE: Decide on the method of seeking the job interview. Would the telephone or a letter be best? Will you need a resumé? Decide on follow-up method if interview isn't decisive.)

INFORMATION SHEET

E. Estimate salary

(NOTE: Get an idea of pay range from newspaper. Age and experience are factors in determining starting pay. Imagine yourself hiring you! What do you have to sell and of what value is it to a prospective employer?)

III. Sources for locating employment opportunities

A. People

(NOTE: TELL PEOPLE THAT YOU ARE JOB-HUNTING!!! The more people that are aware that you are interested in obtaining a job the better chance you have in locating employment.)

Examples: Teachers, counselors, ministers or priests, friends, relatives, neighbors, acquaintances, political officials, business people, and people employed in the type of work you want

B. Newspapers

(NOTE: Use situation-wanted columns, help-wanted ads, general listings by employment agencies, and blind ads.)

C. Employment agencies

D. Former employers

(NOTE: Ask for letters of recommendation to be used as references to other business people.)

E. Window signs

F. Employment offices of private business firms

G. School placement services

IV. Types of employment agencies and their operations

A. Private

1. Charges a placement fee for services

(NOTE: Fee-paid jobs mean employer pays placement fee.)

2. Collects fee when employment is secured

3. Requests contract between you and the agency

4. Is controlled by state laws

5. Provides aptitude/ability/interest tests

INFORMATION SHEET

6. Arranges interviews
7. Provides vocational counseling

B. Public

1. Does not charge placement fee for services
2. Is supported by state or federal government funds
3. Provides aptitude/ability/interest tests
4. Arranges interviews
5. Provides vocational counseling

C. School placement office

(NOTE: Ask your teacher or counselor if your school provides this service to students.)

1. Offers job information
2. Offers career guidance through counselors

V. Guidelines for personal appearance for an interview

A. Job-related guidelines

1. Kind of job

(NOTE: You might dress differently to interview for an inside job than you would for an outside job. A "rule of thumb" for any job interview is to dress better for the interview than you would for a day on the job.)

2. Salary range

(NOTE: Dress to fit the salary range for which you are applying.)

3. What workers are wearing on the job
4. Age of the interviewer

B. Personal guidelines

1. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for shape of face and body structure.)

INFORMATION SHEET

2. Be conservative

   (NOTE: In most cases, avoid high-fashion items and fads!)

   Examples: Traditional shoes vs. high-heeled shoes, simple jewelry, natural-looking make-up, avoid strong colognes or aftershaves, avoid wearing sun glasses during the interview

3. Be modest

   Examples: Buttoned shirt/blouse, well-fitting clothes

4. Be well-groomed

   Examples: Clean, simply-styled hair; clean nails; clean clothing

5. Go to job interview alone

   (NOTE: Do not take spouse, group of friends, or even one friend. Leave children at home.)

VI. Job-training sources

- A. On-the-job training
- B. High school equivalency certificate

  Example: GED
- C. Extension courses
- D. Correspondence and TV courses
- E. Community and junior colleges
- F. Comprehensive high schools and area vocational schools
- G. Specialized military training

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #1--COMPLETE SAMPLE EMPLOYMENT TEST

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, psychological items.

In order for you to do well on such a test there are some "hints" included below.

Take a few deep breaths before beginning the test. Follow directions, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand, ask before the test begins. Go through the test in order, marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet.

(NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft. Let the tester know if you can not hear directions.)

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Directions: Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal

   b. Propossal

   c. Proposal

   d. Propossal

   e. None of these

2. a. Bookeeping

   b. Bookepping

   c. Bookkeping

   d. Bookkeeping

   e. None of these

ASSIGNMENT SHEET #1

3. a. Iteniary
   b. Ininerary
   c. Inenerary
   d. Itenirary
   e. None of these
4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these
5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

Directions: In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.
7. It will not (affect, effect) you.
8. He is (confidant, confident) that you will enjoy the play.
9. I would (advice, advise) her to stay in London another week.
10. She did not (accept, except) his excuse.

Directions: Correctly punctuate the following sentences.

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store
12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper
13. The meeting is now scheduled for December 12 1972

ASSIGNMENT SHEET #1

14. Our district manager Mr Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

Directions: Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. 0.95

    d. 732

    e. 0.05

17. Subtract: 150.07 - 2.3 =

    a. 147.77

    b. 148.04

    c. 149.84

    d. 157.77

    e. None of these

18. Find: 6% of $379.20 =

    a. $22.74

    b. $22.75

    c. $227.42

    d. $227.52

    e. None of these

ASSIGNMENT SHEET #1

19. What number is missing from the series?

    67 59 51 43 ___ 27

    a. 38

    b. 37

    c. 34

    d. 35

    e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

    a. 3

    b. 1 1/2

    c. 2

    d. 4

    e. None of these

Directions: Write the following amounts in words.

21. $273.75 ____________________

22. 61 1/3 ____________________

23. 90 10/16 ____________________

24. 100% ____________________

25. $6,372.15 ____________________

Directions: Below are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

Example:	A. A. Glensen - A. H. Glensen	S	[✓ D]
	Martin Matthews - Marlin Matthews	S	[✓ D]
	Newton Domestics - Newton Domestics	[✓ S]	D
26.	Gurney Bascombe - Garney Bascombe	S	D
27.	Robert's Florals - Roberta's Florals	S	D
28.	M. N. Wojciechowsi - M. N. Wojciechowski	S	D
29.	Paul J. Siegelman - Paul J. Siegelman	S	D

ASSIGNMENT SHEET #1

30. Williams, Owens, & Scott - Williams, Owens, & Scott S D
31. Liebster & Liebsten - Liebsten & Liebsten S D
32. Groves & Oppenhiemer - Groves & Oppenheimer S D
33. A376-5972147 - A367-59772147 S D
34. AV-372249576 - AV-3724295676 S D
35. P. F. DeSimone - F. P. DeSimone S D

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36-50 In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling.

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala
    b. Anita Dubcheick
    c. Martha Carter
    d. Carol Eisler
    e. Carl Schwartz

52. a. Top Quality Motel
    b. The 201 Cleaners
    c. T. A. Tremont
    d. Wilkins Market
    e. The Victory Corp.

ASSIGNMENT SHEET #1

53. a. S. James Santos
    b. San Francisco Tools, Inc.
    c. S. A. Sampler
    d. Sands Aircraft Co.
    e. San Diego Suppliers

54. a. Elizabeth Barnes
    b. Allen E. Bates
    c. Anna Benson
    d. AA Products
    e. Andrew Jamisen

55. a. P. C. Payton
    b. The Kline Corp.
    c. T. G. Products, Inc.
    d. Lawson's Hotel
    e. Alice Payne

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #2--PREPARE A RESUMÉ

Your resumé represents YOU on paper. This first impression may lead you to an interview . . . or to the infamous "circular file" (wastebasket). You may not get a second chance. A GOOD RESUMÉ SHOULD IMMEDIATELY GIVE PROSPECTIVE EMPLOYERS A BRIEF SUMMARY OF YOUR ACCOMPLISHMENTS, EDUCATIONAL BACKGROUND, WORK EXPERIENCE, SKILLS, AND JOB OBJECTIVE. In short, what can you do for them???

Write a resumé to be included with your letter of application. This resumé can also be used if you find yourself "pounding the pavement." Many people find it profitable to "pound the pavement," which means to go from business to business leaving a resumé and inquiring about their job positions.

1. Inspect several resumé formats and choose one that best fits your needs or use the example on the following page as a guide.

2. Type your resumé on 8 1/2 x 11 inch white paper. Try not to exceed one page, but try to fill the page!

3. Use parallel construction to insure a consistent writing style.

4. Phrase concisely but avoid using abbreviations.

5. Spell correctly. Many employers will not consider persons who have resumés that include misspelled words.

6. Put your name prominently at the top in the center or upper right-hand corner. Beneath name, give full street address, city, state, and zip number, telephone number with area code, and a number where messages can be accepted.

   (NOTE: If you are applying for jobs out of town leave space to type local phone number, address, and dates available.)

7. Do not include birthplace, age, health, height, weight, sex, marital status, photo, salary, or reasons for leaving job. Avoid religious and political affiliations.

   (NOTE: The whole point of the resumé is to get employers interested to meet you in person. The above information may or may not come out in the interview. However, by not including this information there is little or no chance for discrimination on any basis.)

8. Describe your job objective or career goal briefly. Don't restrict yourself to a specific job unless you are quite experienced.

ASSIGNMENT SHEET #2

9. Describe your educational background, giving dates of enrollment, diploma or certificates received, and names of schools attended. Include grade average (if favorable) and major course of study. If you include school grades, be sure they are related to the jobs you have in mind.

   (NOTE: Applicants with less than one year of work experience should list education before work experience; with more than one year, put experience first. IN RESUMÉ WRITING, ACCENTUATE THE POSITIVE, ELIMINATE THE NEGATIVE.)

10. List your past employment, starting with the most recent job. Carefully examine all the jobs you've done--including extracurricular activities. CONCENTRATE ON THE SKILLS; don't categorize "summer jobs."

    (NOTE: The list should include the name of the company, your job title, and your major duties. The starting and termination dates for each job should be listed. Most employers ask during interviews why you left previous jobs. Try to be positive in stating your reasons for leaving a former job. Avoid downgrading your previous employers or co-workers.)

11. List skills useful to the job. Remember, you have to prove your value to the company, especially if you have little experience.

    (NOTE: Use active verbs to indicate the specific tasks you performed, e.g., initiated, directed, planned. Use some of the competencies listed on your Needle Trades Certificate.)

    Examples: Operate double needle lockstitch machine

    Adjust thread tension

12. Include the following information if it is relevant and if there is enough space: hobbies and interests, extracurricular activities, clubs, honors you have received

13. Ask at least three persons if they could give you a positive recommendation

    Examples: Business references, teachers, character references

    (NOTE: Avoid listing relatives unless you have actually worked for them on a salary basis. Include some method for prospective employer to acquire references.)

ASSIGNMENT SHEET #2

TERRY MCKRACKEN

Address

Present	Permanent
381 South 83rd Street Yourtown, Yourstate 76574 405-311-7779	Route #3 Anytown, Anystate 74074 391-235-4433

(NOTE: You may ask printer to leave space for you to fill in address if you are moving.)

Job Objective

Career in the field of industrial sewing, clothing alterations, or clothing production for individual customers

Education

Anytown High School, Anytown, Anystate 1975-1979

Progress Vo-Tech, Progressville, Yourstate 1979
Certificate: Needle Trades, one semester
Grade average: 3.5 on a 4.0 scale

Work Experience

Murray's Fabric Store, Progressville, Yourstate. May 1977 through August 1979. Employed as alteration assistant. Duties include recording customer orders, fitting garments to customers, altering ready-made clothing, planning displays, and operating cash register

Hot Hamburger Restaurant, Anytown, Anystate. September 1975 through May 1977. Employed as food handler. Duties included dressing and wrapping hamburgers, recording customer orders, operating cash register, and maintaining sanitation

Saint John's Church, Anytown, Anystate. Organist. Activities included planning weekly church music schedule, performing at Sunday church service, weddings, and funerals

Special Skills

Operating industrial sewing machine, operating cash register, proofreading, working with young children, illustrating

School Activities

High school band; journalism club; secretary, 12th grade; volleyball team

References

References will be furnished upon request.

(NOTE: For this type of reference procedure be sure to have a completed list of names, addresses, and phone numbers of references in advance of interview.)

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #3--WRITE A COVER/APPLICATION LETTER

The cover/application letter is a sales technique to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the resumé gives general background information.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Write a cover/application letter to accompany the resumé you prepared in Assignment Sheet #2. Use the following information and the sample letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

1. Form and appearance
    a. Type or write neatly
    b. Write on only one side of paper
    c. Avoid smudges and typographical errors
    d. Use 8 1/2" x 11" white bond paper, not personal or fancy paper
    e. Spell, capitalize, and punctuate correctly
    f. Put employer's full name, title, and address
    g. Include your full name and address with zip number on the letter
2. Information
    a. Write to a specific person

       (NOTE: Find out the name of the executive/personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use *To Whom It May Concern* if answering a blind ad.)
    b. Be brief; do not repeat information in the resumé
        1) State the position for which you are applying
        2) Avoid needless details
        3) Cover all points requested in the advertisement in exactly the order for which they are asked

           (NOTE: Some prospective employers make it a point of testing the applicant's ability to follow directions.)

ASSIGNMENT SHEET #3

c. State reason for interest in job

(NOTE: Employers look for people who take pride in their work rather than just looking for a paycheck.)

d. Refer briefly to the main points in the attached resumé

e. Mention that persons listed on the resumé have given their permission to serve as references

f. Request interview at employer's convenience

  1) Tell where you can be reached

  2) Enclose self-addressed envelope and resumé

  3) Say you will phone next week

3. Be original in your approach--Attract attention in opening paragraph

Examples:

Dear Employer:

I believe my experience in needle trades would be of interest to you.

Dear Employer:

(Teacher) has informed me that you are in need of a person who can operate a felling machine with speed and accuracy. I believe that my experience and training in the needle trades has taught me to handle these tasks in an efficient and accurate manner.

4. End the letter properly

(NOTE: *Sincerely yours* or *Very truly yours* is appropriate.)

5. Use permanent address for the return address and make sure to include the current date

6. Staple letter to resumé as it may be circulated to several departments and otherwise become detached

7. Follow-up and phone for an appointment a week later

(NOTE: Don't be surprised if the resumé has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Do keep on until you reach the right person and ask for a convenient date to set up an interview.)

ASSIGNMENT SHEET #3

8. Keep in touch regarding possible openings now and in the future

   (NOTE: The "job hunt" may take several weeks or even months! It's important to keep your contacts alive without being a nuisance!!!)

9. What are examples of poor form in the first application letter?

   ___

   ___

   ___

10. How did the second letter improve?

   ___

   ___

   ___

   ___

   ___

   ___

   ___

   ___

   ___

   ___

THERE IS NO "BEST TIME" TO LOOK FOR A JOB. THE "BEST TIME" IS WHEN YOU AND THE JOBS ARE AVAILABLE.

ASSIGNMENT SHEET #3

SAMPLE LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Somestate 17074
February 15, 1980

Ms. Jane Doe, Manager
Quality Stitch Sewing Industry
Someplace, Somestate 14073

Dear Ms. Doe:

Please consider this letter an application for the position available in your cutting room at Quality Stitch Sewing Industry.

In June, I completed the 11th grade at Somewhere High School where I completed two years of vocational needle trades classes. A record of my high school courses, grades, and previous work experience is included on the attached resumé.

While enrolled in the needle trades program, I received work experience with Mr. John Smith of Kiddie Wear Industries in Somewhere. Mr. Smith has given me permission to list his name as a reference.

I enjoyed my work experience with Kiddie Wear Industries and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

Chuck Jones

Chuck Jones

Enclosure

ASSIGNMENT SHEET #3

Ms. Jane Doe
Quality Stitch Sewing Industry
Someplace, Yourstate
83130

Dear Ms. Doe,

I am writing to ask about a job in your Quality Stitch Sewing Industry. I just completed the 12th 1grade where I took some ~~co~~ courses in vocational Needle trades.

For awhile I worked at Rutgers industtry. I learned many things about it

I want to work in a factry

Hopping to hear from you soon.

Sincerely
Chuck Jones

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #4--COMPLETE EMPLOYMENT APPLICATION FORM

Complete the following application form using the guidelines below. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your resumé.

(NOTE: Although each business uses its own form, general rules of preparation apply to any form.)

1. Be prepared
   a. Take pen and pencil with you
   b. Take copies of resumé
2. Look over entire form before starting to write; do not hurry
3. Follow directions
   a. Note whether information is to be printed or handwritten
   b. Carry out all directions
4. Write clearly, neatly, and legibly
5. Answer briefly
6. Be honest
7. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)
8. Include complete information; use resumé
9. Recheck application when finished
10. Avoid cross-outs and obvious erasure marks
11. Do not list any restrictions to the geographic area in which you would work unless you would absolutely not consider other geographic areas
12. Use the word *open* for questions about minimum salary since most employers pay standardized rates and will not negotiate on this

NT - 31-A

ASSIGNMENT SHEET #4

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN; OR PHYSICAL DEFECTS"

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME
LAST FIRST MIDDLE

PRESENT ADDRESS
STREET CITY STATE ZIP

PERMANENT ADDRESS
STREET CITY STATE ZIP

PHONE NO SOCIAL SECURITY NUMBER

REFERRED BY

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

LAST

FIRST

MIDDLE

(CONTINUED ON OTHER SIDE)

ASSIGNMENT SHEET #4

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #5--USE TELEPHONE TO ARRANGE JOB INTERVIEW

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

1. Steps in making an appointment by phone
    a. Plan what you are going to say before you call
    b. State your name and reason for calling

       Example: "Hello, this is Terry McCracken and I'm calling about your ad in last night's paper for a sewing machine operator. May I have an appointment for an interview?"

    c. Ask when would be the best time for you to come for the interview
    d. Record the day, time, and place of the interview
    e. Thank the receptionist for the help
2. Things to remember when calling for an appointment
    a. Keep the receptionist on your side; the receptionist is there to help you

       (NOTE: The receptionist is sometimes asked to evaluate the applicant.)

    b. Do not ask over the phone how much the job pays
    c. Be polite and courteous

       (NOTE: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.)

3. Role play a situation where you make an appointment by phone using the checklist on the following page

ASSIGNMENT SHEET #5

	YES	NO
Was prepared before calling		
Did not have to stammer to find the right words		
Identified self immediately		
Stated reasons for calling immediately		
Asked the best time for an appointment with the employer		
Was courteous and friendly		
Thanked the receptionist		
Made record of the interview date, hour, and place		

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #6--PARTICIPATE IN A JOB INTERVIEW

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have or for the one for which you write the letter of application. Let your other classmates evaluate your performance using the job interview evaluation form below. Use the sample interview that follows for your role-play.

(NOTE: Videotape the practice sessions if possible.)

JOB INTERVIEW EVALUATION FORM

Preparing for the Interview

		YES	NO
1.	Were you clean, well-groomed, and neat?	☐	☐
2.	Did you wear appropriate clothes and shoes for the type of job for which you were applying?	☐	☐
3.	Did you take an ink pen and resumé with the information you may need about social security number, references' addresses, dates employed, and dates attended school?	☐	☐
4.	Did you go alone, not taking parents, spouse, children, or friends with you?	☐	☐
5.	Were you on time for the interview?	☐	☐
6.	Did you know the name and title of the interviewer?	☐	☐
7.	Did you know pertinent facts about the company, such as name; kind of business; products and services; reasons you want to work there; how old the company is; and where the plants, offices, or stores are located?	☐	☐
8.	When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently?	☐	☐

ASSIGNMENT SHEET #6

		YES	NO
Participating in the Interview			
9.	Did you enter with poise and greet the interviewer by name?	☐	☐
10.	Did you shake hands firmly if the interviewer offered his/her hand?	☐	☐
11.	Did you introduce yourself and state the purpose of the call?	☐	☐
12.	Did you seat yourself only at the interviewer's invitation?	☐	☐
13.	Did you show signs of nervousness?	☐	☐
	(NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
14.	Did you not place personal things on interviewer's desk, smoke, or chew gum?	☐	☐
15.	Did you look alert, interested, and enthusiastic?	☐	☐
	(NOTE: Sit slightly forward in the chair to give an alert appearance.)		
16.	Were you confident and courteous?	☐	☐
	(NOTE: Words such as *Mr., Miss, Mrs., Ms., please, thank you,* and *sir* never go out of style.)		
17.	Did you answer questions clearly and not interrupt?	☐	☐
Anticipating Questions and Volunteering Proper Information			
18.	Did you avoid just giving all yes and no answers?	☐	☐
19.	Did you avoid criticisms of former employees or competitors?	☐	☐
20.	Did you avoid talking about personal problems?	☐	☐
	(NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		

ASSIGNMENT SHEET #6

		YES	NO
21.	Did you show copies of your work if applicable?	☐	☐
22.	Did you state that you are willing to start at the beginning salary?	☐	☐
23.	Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."	☐	☐
24.	Did you try to mention your best qualities in relation to something concrete? Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead"	☐	☐
25.	Did you give the lead back to the interviewer if you found yourself talking too long by saying, "Perhaps you have some other questions to ask me?"	☐	☐
26.	Were you prepared for personal questions about your home life and your parents' occupations?	☐	☐
27.	Did you avoid questions concerning politics or economics?	☐	☐
28.	Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? Example: A position as sewing machine operator that will eventually lead to a supervisory position. No locational preference	☐	☐
29.	Did you look directly at the interviewer, smile, use correct English, and speak in clear moderate tones? (NOTE: Avoid swearing or using slang terms.)	☐	☐

ASSIGNMENT SHEET #6

		YES	NO
30.	Did you show an interest in the company by asking questions about it?	☐	☐
31.	Did you really try to sell yourself? (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)	☐	☐
32.	Did you give the interviewer the opportunity to mention salary and fringe benefits?	☐	☐
33.	Did you remind the interviewer of the conversation topic if he/she is interrupted by a telephone call?	☐	☐

Closing the Interview

		YES	NO
34.	Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in his/her chair?	☐	☐
35.	Did you ask "May I say one thing more?" or "Would you be interested in . . .?" if the interview seemed to be ending before all important selling points had been made?	☐	☐
36.	Did you thank the interviewer for his/her time and leave promptly?	☐	☐

Following-up the Interview

		YES	NO
37.	Did you write a thank-you letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?	☐	☐

(NOTE: EVEN IF THE INTERVIEWER DOES NOT OFFER THE POSITION, YOU SHOULD LEARN FROM EVERY SITUATION AND TRY TO IMPROVE YOUR INTERVIEWING TECHNIQUES.)

ASSIGNMENT SHEET #6

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended to shake hands.) Hello, Ms. Jones. I'm Joe Hunter and am applying for the job which you advertised in Friday's *Daily Blunder*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resumé which may be helpful to you. (Hands Ms. Jones the resumé and sits down.)

I This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Podunk High School where I'm enrolled in a needle trades class which is a vocational training program in industrial sewing. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a similar business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes. I am working as a courtesy clerk for Mary's Fabric Mart. I am responsible for keeping the checkout area clean and well stocked as well as for helping customers find patterns and notions. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the fabric store?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. She offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the fabric store?

ASSIGNMENT SHEET #6

A A friend of mine who used to work there recommended me as his replacement.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council, glee club, and HERO. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, ma'am.

I Have you every had any difficulty with the police other than a traffic violation?

A No, m'am.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance as volume and quality increase.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #7--EVALUATE A JOB OFFER

Imagine . . . your first job interview is minutes away. Countdown 5-4-3-2-1!

You enter the employer's office . . . Questions . . . Answers . . . You continue to feel nervous inside but appear cool outside . . . Questions . . . More Answers . . .The employer offers you the job!!

Grab it? What a relief--no more job interviews! WAIT!!! Instead of saying yes or no on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Avoid getting stuck with a job that's wrong for you by using the checklist to evaluate the job offer!

THE JOB . . .

☐ Do I clearly understand the nature of the work and is it what I want to do? Is there a written job description? Are my responsibilities reflected in the job title?

☐ If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

☐ Is the background I'm building so narrow that I will have difficulty transferring it to another employer?

☐ Will I be able to make any decisions affecting my work? Do I care?

☐ Will I need more training and will the company pay for it?

☐ Will overtime be necessary or available?

☐ Will I be able to leave all thought of the job behind at day's end? If not, do I care?

☐ Will I travel or relocate?

☐ Will I be proud to tell my friends what I do?

☐ Is the job permanent or temporary?

☐ If permanent, is there reasonable job security?

☐ Does this job require union membership?

ASSIGNMENT SHEET #7

THE COMPANY . . .

☐ Is the firm too large and heavy with rules for my personality?

☐ Is the firm too small to offer room for advancement or impressive credentials for a future resumé?

☐ Does the firm have a healthy financial position and is it a growing organization?

☐ Is there a high turnover of personnel, and if so, why?

☐ Does the firm promote from within the ranks or turn to outsiders to fill supervisory jobs?

☐ Have I met the person who would be my immediate supervisor?

☐ Does the supervisor seem like the sort of person with whom I could get along?

☐ Do co-workers appear to be my kind of people?

☐ Is the company's location convenient?

☐ Is the physical setting okay (adequate light, ventilation, cleanliness)?

☐ What is the firm's reputation for fair treatment of employees?

☐ Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

FINANCIAL REWARDS . . .

☐ Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

☐ What is the method of payment--salary, hourly wage, commission, wage and tips, by the piece, fee?

☐ Are raises based on merit, length of service, formal exams?

☐ Does the company offer profit sharing to employees?

☐ What fringe benefits are given--health insurance, free parking, discount privileges, and others?

WHEN TO SAY NO . . . Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

ASSIGNMENT SHEET #7

On the other hand . . . if both your logical thinking and "gut" feeling are bad, it may be best to say "thanks, but no thanks" and look elsewhere.

Adapted from "If Things Don't Shape Up, I May Not Take the Job," *Career World*, February, 1977.

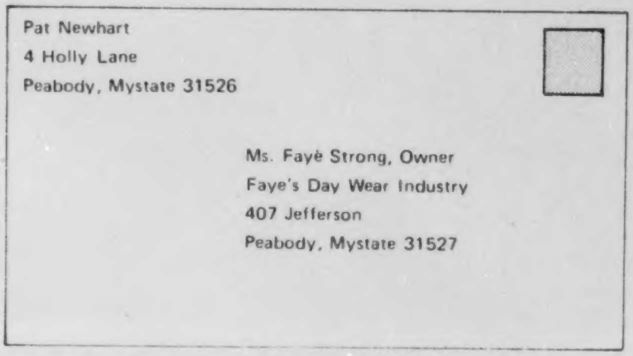
SECURING A JOB
UNIT I

ASSIGNMENT SHEET #8--WRITE A FOLLOW-UP LETTER

1. Write a follow-up letter thanking the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page.
2. Make sure your letter meets the following standards.
    - a. Typed or written perfectly
    - b. Clean, neat, and attractively arranged on the paper
    - c. Free from spelling, punctuation, and grammatical errors
    - d. Sent within a day or two after the interview
3. Include the following points in your follow-up letter.
    - a. Expression of appreciation for interviewer's time and interest
    - b. Summary of your qualifications and interest in that position
    - c. Your name, address, and phone number (to make it easier for your employer to contact you)
4. Make this last bid for the job a prime example of your excellent work habits. Make the letter as clean, neat, and well-worded as you possibly can
5. Address a legal-sized envelope (Figure 1)

(NOTE: Type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1



Pat Newhart
4 Holly Lane
Peabody, Mystate 31526

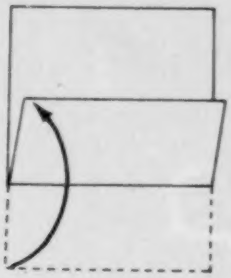
Ms. Fayè Strong, Owner
Faye's Day Wear Industry
407 Jefferson
Peabody, Mystate 31527

ASSIGNMENT SHEET #8

6. Fold letter

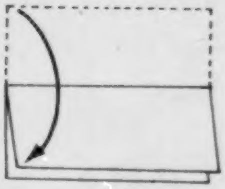
   a. Fold slightly less than one-third of the letter toward the top (Figure 2)

FIGURE 2



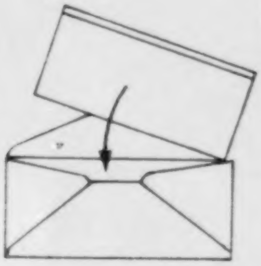
   b. Fold down the top of the letter to within 1 cm (1/2") of the bottom fold (Figure 3)

FIGURE 3



7. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

FIGURE 4



ASSIGNMENT SHEET #8

SAMPLE FOLLOW-UP LETTER

4 Holly Lane
Peabody, Mystate 31526
June 19, 1982

Ms. Faye Strong, Owner
Faye's Day Wear Industry
407 Jefferson
Peabody, Mystate 31527

Dear Ms. Strong:

Thank you for interviewing me for the machine operator position in your industry. I feel that working for Faye's Day Wear Industry would be enjoyable and that I could handle the responsibilities which the position requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

SECURING A JOB
UNIT I

ASSIGNMENT SHEET #9--COMPARE JOB OPPORTUNITIES

When you are offered a job or are changing jobs there are many factors to weigh before taking the position. Some of these include:

- What is your take-home pay?
- What are the benefits which accompany the job?
- How much will it cost to actually be at work each day?
- Would the job be satisfying to you?
- How would the job meet your needs and aspirations?

WHAT'S MY TAKE-HOME PAY?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on pay day.

WHAT OTHER BENEFITS DO I GET FROM THIS JOB?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position ask about:

Employer's contributions for your protection which may include:

- Health insurance
- Profit sharing
- Unemployment compensation
- Worker's clothing and safety garments
- Medical facilities and health tests
- Pensions
- Travel insurance (covering mishaps when traveling on business)
- Education programs or reimbursement for courses related to job

Sick leave with pay

ASSIGNMENT SHEET #9

- Paid vacations and holidays
- Discount privileges, such as discounts on merchandise or services related to the job

WHAT WILL IT COST TO WORK AT THIS JOB?

Frequently we often overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for:

Transportation $______

Lunches (or cost of food eaten away from home, including soft drinks and coffee) $______

Clothing (including cleaning) $______

Child care for working parent $______

Gifts for other employees $______

Special materials, uniforms, or equipment for the job $______

Other $______

TOTAL: $______

WHAT'S IMPORTANT TO YOU IN A JOB?

Take-home pay and benefits may be only part of what you want from a job. Think through what other things you consider important in a job.

What are some of the most rewarding things you've felt about any job you've ever done?

1. ______________________________
2. ______________________________
3. ______________________________

How might you rate these in order of what's important to you?

_____ Job security (little chance you'll be released from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

ASSIGNMENT SHEET #9

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Other, such as ______________________________

ARE YOU READY TO DECIDE???

Now try to take all the information you have gathered and summarize it below to reach a decision about whether you want the job or not.

1. Would the job be satisfying to you? Why/why not?

____

____

____

2. What are the benefits which accompany the job?

____

____

____

3. How much will it cost to actually be at work each day?

____

____

____

4. How would the job meet your needs and aspirations?

____

____

____

5. I estimate my take-home pay to be $__________.

6. I estimate my expenses related to working to be $__________.

ASSIGNMENT SHEET #9

7. I would most enjoy ____

____

____

about this job.

8. I estimate my job benefits to be worth $__________.

SECURING A JOB
UNIT I

ANSWERS TO ASSIGNMENT SHEET #1

1. c
2. d
3. e
4. b
5. b
6. have
7. affect
8. confident
9. advise
10. accept
11. The reference book Charm and Poise for Getting Ahead is now available at Martin's Book Store.
12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1972.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. e
17. a
18. b
19. d
20. c
21. Two hundred seventy-three dollars and seventy-five cents
22. Sixty-one and one-third
23. Ninety and ten-sixteenths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. S

30. S

31. D

32. D

33. D

34. D

35. D

36-50 In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. c

52. a

53. c

54. d

55. b

NT - 55-A

SECURING A JOB
UNIT I

TEST

NAME ______________________________ SCORE ____________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Classified advertising that does not identify the advertiser

______b. Meeting of employer and job applicant for purpose of evaluation and questioning

______c. Printed form on which job applicant records information about his/her personal history, job history, job experience, education, and references

______d. Written statement or summary of information about an individual that would be of interest to a prospective employer; may also be referred to as *personal data sheet*

______e. Classified advertisement placed by individual seeking employment and telling what his/her qualifications are

______f. Business that is designed to help individuals find employment

______g. Comments from past employers referring to your personality and personal habits

______h. Classified advertisement telling what kind of job is available and what the qualifications are

1. Interview
2. Resumé
3. Blind ad
4. Help-wanted ad
5. Employment/situation-wanted ad
6. Employment agency
7. Character reference
8. Application form

2. Arrange in order the following steps in a practical job-seeking plan. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Prepare for the job interview

______b. Write out a list of possible "contacts" to help you in your search

______c. Write out a complete self-inventory

______d. Estimate salary

______e. Write out a list of employer possibilities

3. Name four sources for locating employment opportunities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Discuss two types of employment agencies and their operations.

____

____

____

____

____

____

____

____

____

____

5. Select from the following list guidelines for personal appearance for an interview. Place an "X" in the appropriate blanks.

_____a. Kind of job

_____b. Salary range

_____c. What employer is wearing on the job

_____d. Age of the interviewer

_____e. Age of the interviewee

_____f. Try to be sexy.

_____g. Take someone to the interview who knows you

_____h. Wear highly fashionable clothing

_____i. Be well-groomed

6. Name four job-training sources.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

7. Complete a sample employment test.
8. Prepare a resumé.
9. Write a cover/application letter.
10. Complete employment application form.
11. Use telephone to arrange job interview.
12. Participate in a job interview.
13. Evaluate a job offer.
14. Write a follow-up letter.
15. Compare job opportunities.

(NOTE: If activities 7-15 have not been accomplished prior to the test, ask the teacher when they should be completed.)

NT - 59-A

SECURING A JOB
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 8
   d. 2
   e. 5
   f. 6
   g. 7
   h. 4
2. a. 4
   b. 3
   c. 1
   d. 5
   e. 2
3. Any four of the following:
   a. People
   b. Newspapers
   c. Employment agencies
   d. Former employers
   e. Window signs
   f. Employment offices of private business firms
   g. School placement services
4. Discussion should include any two of the following:
   a. Private
      1) Charges a placement fee for services
      2) Collects fee when employment is secured
      3) Requests contract between you and the agency
      4) Is controlled by state laws
      5) Provides aptitude/ability/interest tests

        - 6) Arranges interviews
        - 7) Provides vocational counseling
    - b. Public
        - 1) Does not charge placement fee for services
        - 2) Is supported by state or federal government funds
        - 3) Provides aptitude/ability/interest tests
        - 4) Arranges interviews
        - 5) Provides vocational counseling
    - c. School placement office
        - 1) Offers job information
        - 2) Offers career guidance through counselors

5. a, b, d, i
6. Any four of the following:
    - a. On-the-job training
    - b. High school equivalency certificate
    - c. Extension courses
    - d. Correspondence and TV courses
    - e. Community and junior colleges
    - f. Comprehensive high schools and area vocational schools
    - g. Specialized military training
7. Evaluated to the satisfaction of the teacher
8. Evaluated to the satisfaction of the teacher
9. Evaluated to the satisfaction of the teacher
10. Evaluated to the satisfaction of the teacher
11. Evaluated to the satisfaction of the teacher
12. Evaluated to the satisfaction of the teacher
13. Evaluated to the satisfaction of the teacher
14. Evaluated to the satisfaction of the teacher
15. Evaluated to the satisfaction of the teacher

CAREER SUCCESS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to practice good grooming habits, work habits, listening skills, and positive mental attitude to insure career success. The student should also interview an employer, discuss how to handle loss of employment, and write a letter of resignation. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with career success to the correct definitions.
2. Name the two basic factors which influence career success.
3. Match desirable employee characteristics for the needle trades industry to the correct definitions.
4. Discuss ways to increase self-satisfaction in a career.
5. Match barriers to good communication to the correct definitions/descriptions.
6. Discuss ways to improve listening skills.
7. Select from a list positive factors of a needle trades career.
8. Match physical characteristics necessary for needle trades to the correct definitions/descriptions.
9. Name reasons people lose jobs.
10. Discuss how to handle loss of employment.
11. Evaluate personal qualities of self.
12. Evaluate personal health/grooming habits.
13. Evaluate personal habits associated with career success.
14. Evaluate listening skills.
15. Write a letter of resignation.
16. Interview an employer.

CAREER SUCCESS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Have students role-play examples (good and bad) of personality traits associated with job success.

  F. Play "Production Game" to reinforce objective three and set up opportunity for students to use Assignment Sheet #3.

    1. Materials needed

      a. Scissors, 1 pair per group

      b. Tape, 1 roll per group

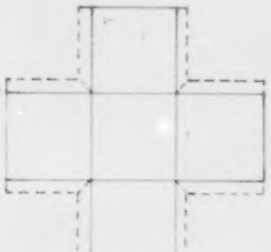
      c. Assorted construction paper

    2. Directions

      a. Divide class into teams of about five persons per group

      b. Have each team decide on a "company name" and elect a "supervisor"

      c. Show each "company" how to make boxes from available raw materials of construction paper, tape, and scissors; allow them a short time (about 3 minutes) to practice



d. Have each "company" set "goals" for the number of boxes they can produce during a five-minute period; the "supervisor" is the spokesperson for the group

(NOTE: The teacher records the goals and actual achievements on the chalkboard. The teacher also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the teacher should remind the companies that the deliveries do not count until they are delivered to the teacher. After several five-minute sessions, the companies should be setting and achieving realistic goals.)

e. Have the "supervisor" draw slips of paper which have problems written on them

Examples: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for first minute of the next round)

f. Play "Ecology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area

(NOTE: No simulation is effective if discussion of the feelings and concepts experienced during the simulation does not follow. Discussion should focus around terms in objective three and Assignment Sheet #3.)

Examples: How do various roles develop in each group, such as "idea" people and "hands-on" people?

How did the simulation involve styles of leadership, specialization of labor, stockpiling, unionization?

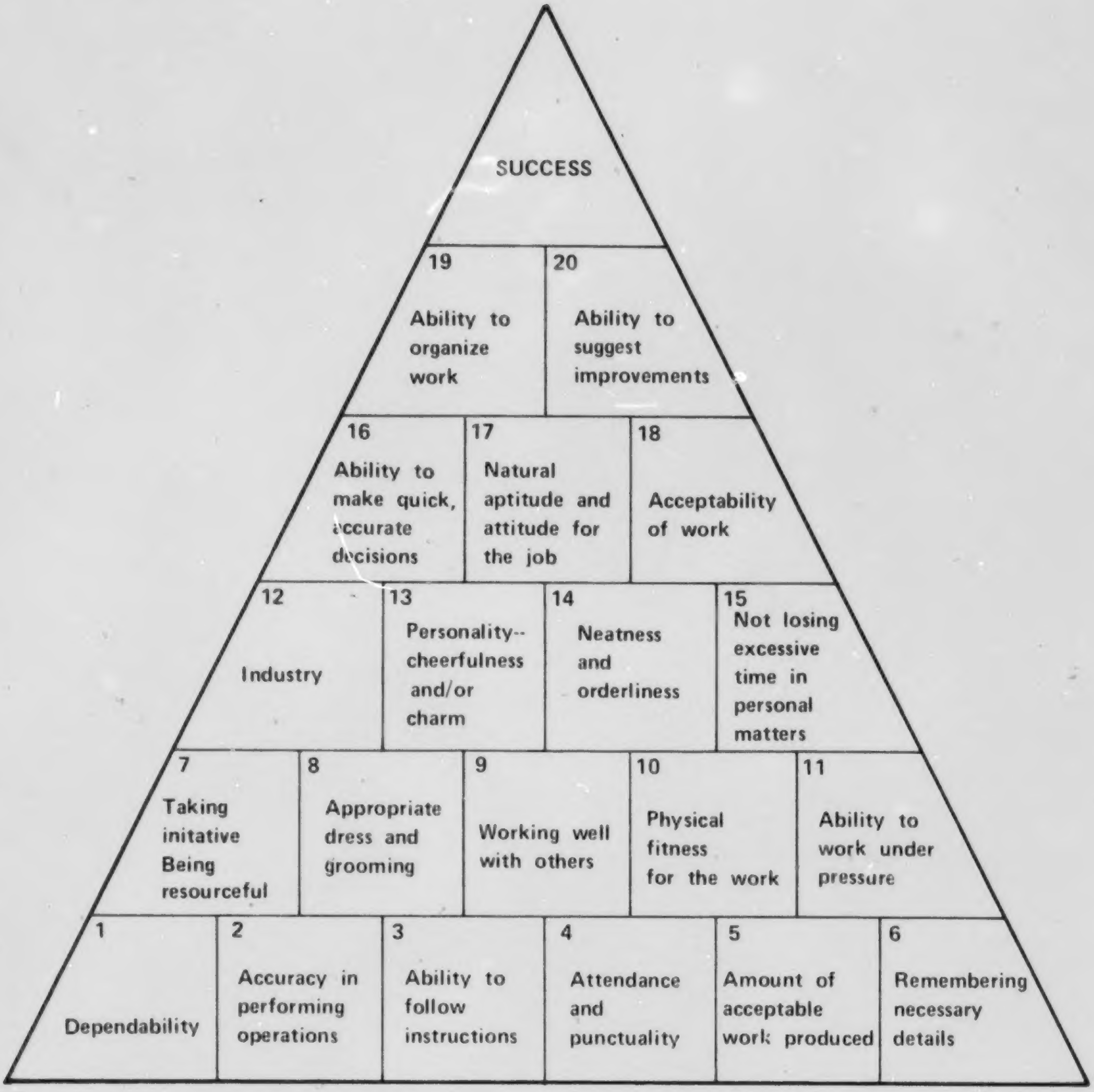
What. effect did working under pressure to meet deadlines have?

What are ways to enhance training, such as examples, demonstration, practice, clear communication?

G. Use the following twenty factors to build a "Success Pyramid" for a bulletin board or to reproduce as a checksheet to include with Assignment Sheet #3 and/or to supplement objective three.

(NOTE: These factors were shown to be of greatest importance for career success as revealed in 1949 and 1970 studies.)

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations; amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness
8. Personal appearance; appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industry
13. Personality; cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities
16. Ability to make judgments or decisions quickly and accurately
17. Natural ability and aptitude and attitude for the job
18. Acceptability of work within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations


SUCCESS
19 Ability to organize work
20 Ability to suggest improvements
16 Ability to make quick, accurate decisions
17 Natural aptitude and attitude for the job
18 Acceptability of work
12 Industry
13 Personality--cheerfulness and/or charm
14 Neatness and orderliness
15 Not losing excessive time in personal matters
7 Taking initative Being resourceful
8 Appropriate dress and grooming
9 Working well with others
10 Physical fitness for the work
11 Ability to work under pressure
1 Dependability
2 Accuracy in performing operations
3 Ability to follow instructions
4 Attendance and punctuality
5 Amount of acceptable work produced
6 Remembering necessary details

H. Reinforce objective eight by administering the GATB test portions on perception, finger dexterity, manual dexterity, motor coordination, and special three dimension.

(NOTE: This is available from state employment office.)

I. Reinforce objectives five and six through bypassing, "allness," name-calling, and labeling.

Examples: Have students think of different words that mean the same as the three words below:

1. Money ________ ________ ________
2. Home ________ ________ ________
3. Car ________ ________ ________

Role-play or observe a dialogue between two people having a problem, e.g., employer-employee, teacher-student, parent-child, wife-husband. What words of "allness" are used that seem to further complicate the problem?

Brainstorm and list "labels" given to people, e.g. "clown" is a person who appears to do silly things on a regular basis; "troublemaker" is a person who appears to be frequently involved in controversy; an "animal" is a person lacking in manners. What human relations problems stem from "living up to a label" and "living down to a label"?

Compare feelings and reactions to emotionally-loaded words:

Examples:
Garbage collector vs. sanitary worker/engineer
Bookkeeper vs. accounting clerk
Stock salesperson vs. investment counselor

Lies vs. fibs
Died vs. passed away
Hot rod vs. sports car
Fired vs. asked to leave
Pop quiz vs. unscheduled test

During a recent flight, Stan announced over the loud speaker, "We are approaching a storm. Please fasten your seat belts for your own safety." vs. "We are approaching some turbulence. Please fasten your seat belts. You will be more comfortable."

J. Invite resource person or panel of resource persons to speak about the importance of personal grooming/health habits, work ethics, work habits, positive mental attitude, and listening skills. How do these factors increase and promote career satisfaction and success?

K. Give test.

L. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Evaluate Personal Qualities of Self
2. Assignment Sheet #2--Evaluate Personal Health/Grooming Habits
3. Assignment Sheet #3--Evaluate Personal Habits Associated with Career Success
4. Assignment Sheet #4--Evaluate Listening Skills
5. Assignment Sheet #5--Ask for a Raise
6. Assignment Sheet #6--Write a Letter of Resignation
7. Assignment Sheet #7--Interview an Employer

D. Test

E. Answers to test

III. Unit references:

A. Eggland, Steven A., and Williams, John W. *Human Relations in Business.* Dallas: South-Western Publishing Co., 1977.

B. Russon, Allien R. *Personality Development for Business.* 4th ed. Dallas: South-Western Publishing Co., 1973.

C. Laird, Donald A.; Laird, Eleanor C.; Fruehling, Rosemary T.; and Swift, W. Porter. *Psychology: Human Relations and Motivation.* 5th ed. Dallas: McGraw-Hill Book Company/Gregg and Community College Division, 1975.

D. Denues, Celia. *Career Perspective: Your Choice of Work.* Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

E. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

IV. Additional reference--Fast, Julias. *Body Language*. New York: M. Evans and Co., 1970.

CAREER SUCCESS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Technical knowledge--What you know about the job itself

Examples: A fabric cutter must know how to operate a cutting knife

An operator must know how to operate and control a sewing machine

B. Human relations--Continuous process of getting along with people

(NOTE: Human relations could be called "people knowledge." People knowledge means knowing how to get along with co-workers and with employer. It will help you work better and will even help you to understand yourself!)

C. Work ethic--Traditional belief that Americans owe it to their country and to God to work; asserts that it is morally wrong not to work

D. Work values--Emerging concept that individuals owe it to themselves to work rather than to the society; holds that human dignity is to be found in work

E. Attitude--Way which one acts and feels about people, things, and ideas

(NOTE: Once you have a job, the most important factor in keeping it and succeeding in it is your ATTITUDE! Your attitude is expressed in how well you get along with others. See Assignment Sheet #1.)

Examples of good attitude: Willingness to work hard and to be ambitious; trying to be pleasant to others; trying to be courteous and respectful to those with whom you work; avoiding being a smart aleck or having a chip on your shoulder; caring about others

F. Communication--Sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message

G. Habit--Action that is acquired and has become automatic, hence, a tendency to perform a certain action

INFORMATION SHEET

H. Learning attitude--On-going alertness for any departure from your present knowledge or training

(NOTE: How can this new method, system, equipment, and/or routine help your job function? When these questions arise, keep a positive attitude.)

I. Job-enrichment programs--Time used for technical development and improvement of the worker; may be in the form of demonstrations, meetings, or short conferences

J. Office character--Worker known/recognized for certain traits

Examples: Person who grumbles and frowns often, an excessive gossiper, person who always "sees the bright side" of a situation

II. Basic factors which influence career success

A. Technical knowledge

B. Human relations (Assignment Sheets #1, #2, #3, and #4)

Examples: Attitude, communication, personality, personal health and grooming, practice of work values

III. Desirable employee characteristics for the needle trades industry

A. Dependability--Doing what one has said will be done and completing duties and assignments

Examples: Work regularly; be on time; take only the time allowed for lunch and breaks; do all of own work; follow instructions

B. Industry--Being intelligent and skillful in one's work; having an earnest, steady effort; hardworking

C. Enthusiasm--Being eager to help or to take part in some activity

Examples: Show pride in doing work; look alert; do more than your share when time permits

D. Initiative--Doing things without being told

Examples: Use slack moments or periods to learn more about job; show an interest in learning and doing a good job

INFORMATION SHEET

E. Honesty--Being truthful in all things

Examples: Give truthful information to employers and/or co-workers; keep promises; avoid wasting time; do not take supplies home for personal use

F. Loyalty--Being able to keep confidences and avoid gossip about work matters

Example: Avoid public criticisms of employer, supervisor, or co-workers

G. Cooperation--Working in harmony with others

Examples: Observe rules and regulations; help others when possible; work well with co-workers, supervisor, and employer

(NOTE: You cannot work alone in a needle trades industry.)

H. Flexibility--Ability to adjust to new situations and requests

Example: Accept change(s) without complaint

(NOTE: Over a period of time, some needle trades employees may develop a feeling that a certain machine and/or job is to be reserved for them only. Also, some may not want to change a technique because "this is the way I've always done it!" This attitude will eventually cause friction because progress requires change.)

I. Courtesy--Being polite and acting with good manners

Examples: Show respect for co-workers and employer; return promptly from lunch and breaks so co-workers can have their rest periods; speak pleasantly

J. Self-control--Being able to control one's temper and emotions

Examples: Accept criticism without feeling personally threatened; maintain poise and calm

K. Tact--Being able to say the right thing at the right time

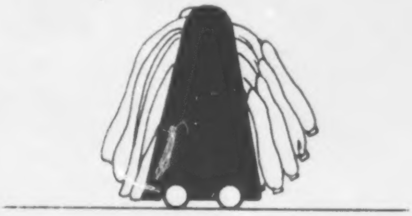
Examples: Avoid correcting co-workers and employers in a disagreeable way; learn to take care of complaints; try to understand the needs and desires of others

INFORMATION SHEET

L. Neatness and orderliness--Being tidy and arranging work in logical order

(NOTE: This allows one to work much more quickly which, in turn, increases quota.)

Example. Pick up things from the floor; keep bundles in order according to ply number and keep garments in same position



M. Valuing time--Utilizing every minute

Examples: Start to work immediately when the bell rings; set up work environment so that time will be saved through efficient body motion

(NOTE: Much time is wasted, not in actual sewing but in between each individual operation. Seventy-five to ninety-five percent of one's time is spent in handling, which is much slower than a machine. Avoid repositioning and regrasping.)

N. Accuracy--Being careful and precise

Examples: Sew a consistent seam width; stop stitching where indicated; do it right the first time

(NOTE: Repair work usually pays less than regular work.)

IV. Ways to increase self-satisfaction in a career

A. Keep a positive attitude

B. Learn to be a winner on the job (Assignment Sheets #1, #2, #3, #4, and #5)

Examples: Brush up on human relations skills; learn how and when to speak up; think before you speak

C. Get yourself together

Examples: Avoid becoming part of cliques; have an emotional outlet; take your "emotional temperature"

D. Want to improve and share

INFORMATION SHEET

V. Barriers to good communication

A. Bypassing--Result of people forgetting or overlooking that a single word or expression may have several different meanings

(NOTE: Bypassing can be avoided by repeating the message/instructions, e.g., "I understand that you are saying . . .")

B. "Allness"--Belief by a person who says a statement that what is said is absolute, complete, and certain

(NOTE: The tone of allness is suggested by such words as "always," "ever," and "never.")

Examples: You never remember to . . .

You always . . .

Can't you ever remember . . .

C. Misuse of language--Problem resulting from labeling, name-calling, and emotionally-loaded words

D. Poor listening skills--Lack of ability to think about what is being said (Assignment Sheet #4)

VI. How to improve listening skills (Assignment Sheet #4)

(NOTE: Good listening habits will improve human relations. By listening to others carefully, you silently tell them you care about what they have to say.)

A. Encourage others to talk

B. Use nonverbal actions to encourage the person who is talking

Examples: Look at the person who is talking; nod as you hear the meaning of what is being said; say "un-huh" and "hmmm"

C. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said

(NOTE: People can only speak about 125 words per minute. Your mind can process five times as much in the same time period!)

D. Ask the speaker to repeat what was said when your mind wanders

INFORMATION SHEET

E. DON'T INTERRUPT

(NOTE: Interrupting someone can cause hard feelings. You are not on a quiz show. Avoid blurting answers before the speaker has finished!)

F. Listen for feelings as well as for facts

(NOTE: By listening for feelings you will become more aware of your own emotions; hence, you can control them. Also, as you listen for both feelings and facts you gain a better understanding of the speaker's message.)

VII. Positive factors of a needle trades career

A. Casual dress

B. Safe environment

C. Clean environment

D. Comfortable temperature year around

E. Job security

(NOTE: Clothing is a necessity.)

F. Transferability

(NOTE: Sewing factories can be found in all parts of the world.)

G. No major investment

(NOTE: Nippers are usually all that is required.)

H. Wage determined by work done

(NOTE: The following items tend to change from industry to industry.)

I. Discount on industry's sewn product

J. Discount on fabrics used in industry

K. Paid vacations and holidays

L. Insurance

Examples: Dental, hospital

M. Christmas bonus

INFORMATION SHEET

N. Long term disability insurance

O. Educational assistance

P. Attendance bonus

Q. Sick leave

VIII. Physical characteristics necessary for needle trades

A. Manipulative ability--Can handle work in a skillful manner

Examples: Operator who can quickly and easily thread a needle is manipulating the thread; one who can work with precision is manipulating (handling) fabric

B. Coordination--Can use various parts of the body at the same time

Example: Operator who can use hands to turn fabric while slightly pressing knee lift with knee and pressing treadle with feet

C. Rhythm--Can consistently perform the same set of motions over and over again in the same amount of time throughout the eight-hour day

Example: Operator who sews on a sleeve every 30-32 seconds has a rhythm; operator who sews on one sleeve in 20 seconds, another in 60, and another in 42 does not have a rhythm

D. Pace--How fast one can get a single job done

Example: Operator A sews each zipper on in 0.25 minutes, whereas operator B sews on each zipper in 0.37 minutes; operator A has a faster pace than operator B

E. Stamina--How long a person can keep up a certain pace and rhythm

(NOTE: A person who can keep the same pace and rhythm has stamina. A person who slows down as the day wears on does not have stamina.)

IX. Reasons people lose jobs

A. Technical knowledge

(NOTE: Lack of or low ability to execute skills required in a particular job can account for loss of employment.)

INFORMATION SHEET

B. Economic conditions

Examples: Depression; change in technology, e.g., "icemen," blacksmiths; decreasing demand for product; product too expensive to produce

(NOTE: In the needle trades industry, some layoffs are temporary during a slow season or when your "type" of work is caught up.)

C. Human relations

Examples: Poor attitude, ill health, poor grooming habits

D. Low observance of or low dedication to work values

X. How to handle loss of employment

(NOTE: Loss of employment can occur in several ways: resignation, "lay-off," "firing." Coping is the important factor in handling employment loss successfully.)

A. Maintain self-respect

(NOTE: It is not a personal indictment or a crime to be unemployed but a phase of the time in which we live. With cheerfulness and discipline survey the economic situation in your community.)

B. Resort to all known techniques for obtaining a job

C. Apply at nearest United States Employment Service Job Bank

(NOTE: The U.S.E.S. Job Bank is a computer center that matches job seekers with jobs in order to determine if there is an appropriate job in another part of the country. It is also available on a state level.)

D. Maintain a routine of self-improvement

Examples: Improve your physical appearance; keep informed with current reading; enroll in interesting courses

E. Talk with officials at nearest local Cooperative Manpower Planning System Committee (CAMPS) to explore the possibility of further training for new kinds of jobs

F. Take a trip if you feel yourself filled with despair

Examples: Visit friends in another part of the state, go camping, change your environment

INFORMATION SHEET

G. Be creative and inventive

Examples: Bake bread; grow flowers and vegetables; get involved with photography; build picture frames; groom, train, and exercise dogs; collect butterflies or river rock

(NOTE: Look around you for whatever you can make or do that someone will appreciate. Sometimes a hobby can turn into a profitable business!)

H. Do volunteer work

(NOTE: Volunteer work not only can help you maintain your dignity but it also can lead to an employment opportunity.)

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #1--EVALUATE PERSONAL QUALITIES OF SELF

A successful employee should know how to get along with others. By the results of this self-test, you will see how you are doing. The test is designed to help you discover if you have qualities that cause others to like you. Answer each question by circling *Yes, No*, or *Sometimes* at the end of each question.

1. If you make a promise, do you always keep it? YES NO SOMETIMES
2. If someone, a friend, co-worker, or a member of your family, is in need of help, do you give that help cheerfully? YES NO SOMETIMES
3. Are you frequently witty in a sarcastic say? YES NO SOMETIMES
4. Do you have a tendency to gain attention by "topping" the remark made by the previous speaker in a conversation? YES NO SOMETIMES
5. Are you usually ill at ease with strangers? YES NO SOMETIMES
6. Are you critical of others when you feel they are at fault? YES NO SOMETIMES
7. Can you usually avoid being bossy? YES NO SOMETIMES
8. Are you able to avoid ridiculing other people when they are not present? YES NO SOMETIMES
9. Do you often laugh at the mistakes of others? YES NO SOMETIMES
10. When others make mistakes (in fact, grammar, or pronunciation) do you correct them? YES NO SOMETIMES
11. Do you smile easily? YES NO SOMETIMES
12. Are you able to praise and compliment other people easily? YES NO SOMETIMES
13. Do you frequently try to reform other people? YES NO SOMETIMES

ASSIGNMENT SHEET #1

14. Are you able to keep your personal troubles to yourself? YES NO SOMETIMES

15. Are you suspicious of other people's motives? YES NO SOMETIMES

16. Do you frequently borrow the belongings of others? YES NO SOMETIMES

17. Do you enjoy gossip? YES NO SOMETIMES

18. Are you able to keep out of other people's business most of the time? YES NO SOMETIMES

19. Do you avoid talking about yourself, your belongings, your successes most of the time? YES NO SOMETIMES

20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs? YES NO SOMETIMES

What do you see as your strengths?

What do you see as your weaknesses?

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #2--EVALUATE PERSONAL HEALTH/GROOMING HABITS

Good grooming is essential in career success. Poor personal appearance was identified as the number one reason why people were not hired during an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

BODY CLEANLINESS AND CARE	Always	Most of the time	Occasionally	Seldom or Never
Do you bathe at least once daily?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you keep your undergarments fresh and clean?				
POSTURE				
Do you sit properly without slouching?				
Do you stand properly with chin up and shoulders back?				
Do you walk with your head held high and at a fast pace?				
TEETH, MOUTH, AND BREATH				
Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use a preventative as often as necessary to avoid bad breath?				

ASSIGNMENT SHEET #2

	Always	Most of the time	Occasionally	Seldom or Never
Are you conscious of the fact that too much gum and sweets may be harmful to your teeth?				
HAIR				
Do you avoid combing or brushing your hair in public?				
Do you wash your hair as needed?				
Do you brush your hair daily?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, have you tried a medicated shampoo or seen a doctor?				
FACE				
Is your skin clean and well cared for?				
FACE (FOR GIRLS ONLY!)				
Is your makeup obvious?				
Do you avoid applying makeup in public?				
FACE (FOR BOYS ONLY!)				
Are you clean-shaven or is your beard/moustache neatly trimmed?				
HANDS				
Do you refrain from biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				

NT - 85-A

ASSIGNMENT SHEET #2

CLOTHING

	Always	Most of the time	Occasionally	Seldom or Never
Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do your clothes fit properly?				
Do you wear clothes appropriate to the occasion?				
Do you wear shoes that fit properly?				
Do you keep your shoes brushed or polished and in good condition? (NOTE: Avoid overrun heels, scuffs, and lack of shoelaces.)				
Do you keep your outer garments free from dandruff and lint?				
Do you ever use clothing as a means to rebel against authority?				

GENERAL HEALTH AND APPEARANCE

	Always	Most of the time	Occasionally	Seldom or Never
Do you make an effort to eat a balanced diet each day?				
Do you watch your weight carefully and try to keep it at the recommended weight for you?				
Do you avoid "junk foods"?				
Do you avoid eating what you know is harmful to your complexion?				

ASSIGNMENT SHEET #2

	Always	Most of the time	Occasionally	Seldom or Never
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get sufficient physical activity?				
Are you absent no more than 1 1/4 days out of thirty on account of illness?				
Do you choose clothes that are becoming to your body?				
Do you avoid extremes in styles?				

1. What are your strengths in your personal grooming habits?

ASSIGNMENT SHEET #2

2. What areas of your personal grooming habits need improvement?

____

____

____

____

____

____

____

Adapted from Homemaking Research Laboratories. Individual Instruction Units in Clothing. Tony, Wisconsin, 1976.

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #3--EVALUATE PERSONAL HABITS ASSOCIATED WITH CAREER SUCCESS

Good habits are necessary in order to establish good human relations and a good relationship with co-workers, employer, and customers. Complete the evaluation below and then answer the questions that follow.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in classroom situations.)

CO-WORKERS (OR STUDENTS)

	YES	NO
Do you do your own work and not leave it for someone else to do?		
Do you clean up after yourself?		
Are you willing to learn from others about how to do a job better?		
Do you contribute to morale and team spirit?		
Do you learn names of people with whom you work as soon as possible?		
Do you take a sincere interest in co-workers, their families, and their interests?		
Are you a good listener?		
Do you admit mistakes without making excuses?		
Do you assume blame for things that are your fault?		
Do you avoid gossip?		
Do you support co-workers?		

EMPLOYER (OR TEACHER)

Are you cheerful?		
Do you feel your job is a privilege, not a right?		
Do you try always to do the best you can?		

ASSIGNMENT SHEET #3

	YES	NO
Do you know your job?		
Are you on the job unless excused?		
Are you on time and ready to work?		
(NOTE: Do a day's work for a day's pay!)		
Do you try to avoid waste of all kinds (material, time, equipment)?		
Do you look for a better way to do the job?		
Do you tell the truth and are you sincere?		
Do you ask questions when you need help?		
Do you try to see employer's side when there is a problem?		

ANYONE WITH WHOM YOU'RE WORKING

Do you know what is expected of you and do you do your job well?		
Do you give business-like treatment to problems?		
Do you keep promises made?		
Are you polite?		
Are you sincere?		
Do you smile?		
Are you friendly, interested, and sympathetic?		
Do you gain people's confidence and listen to people?		
Do you try not to rush people?		
Do you avoid arguing with an angrv person?		
Do you avoid comments that might upset someone?		

NT - 91-A

ASSIGNMENT SHEET #3

	YES	NO
Do you refer matters you cannot handle to supervisor?		
Do you treat each person as an individual?		
Do you take pride in winning another's friendship?		

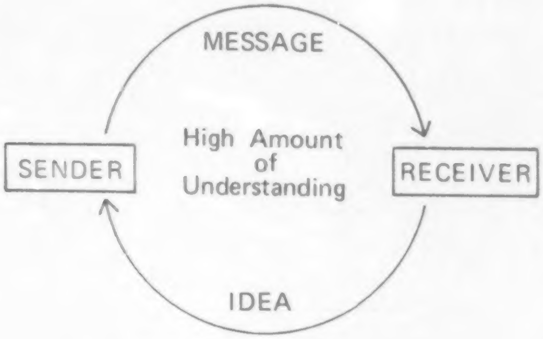
1. What do you feel are your strengths in personal habits associated with job success?

2. What do you feel are your weaknesses in personal habits associated with job success?

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #4--EVALUATE LISTENING SKILLS

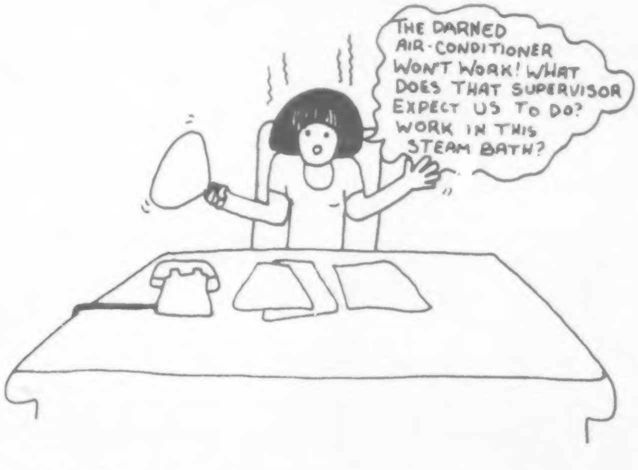
Communication is the sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message.


MESSAGE
SENDER
High Amount of Understanding
RECEIVER
IDEA

SHARING AND UNDERSTANDING ARE THE KEY WORDS!!! MEANINGS ARE IN PEOPLE, NOT IN WORDS.

PART A

Listening is one key to effective communication! Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings!


THE DARNED AIR-CONDITIONER WON'T WORK! WHAT DOES THAT SUPERVISOR EXPECT US TO DO? WORK IN THIS STEAM BATH?

1. What are the facts in the above message?

____

____

ASSIGNMENT SHEET #4

2. What are the feelings in the above message?

(NOTE: When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express his/her feelings! LISTEN!!!)

This activity will give you practice in listening for feelings as well as for facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. However, the true message lies in the combination of both the facts and feelings.

PART B

Students (pro and con) should debate the following statement: Capital punishment reduces the crime rate. Listen to the argument and then answer the following questions.

(NOTE: Read all questions before activity begins!)

1. What problems come up when the opposing side forgets to listen for feelings?

2. Why is it difficult to get agreement on value statements?

3. How often did the opposing side mistake feelings for fact?

ASSIGNMENT SHEET #4

4. Why is it more difficult to find proof for value statements than for statements of fact?

____

____

____

5. What communication barriers arise when false opinions and feelings get in the way of listening?

____

____

____

6. Did the audience let their own sentiments and attitudes affect the way they heard the argument?

____

____

____

____

Adapted from Human Relations in Business. Dallas: South-Western Publishing Company, 1977.

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #5–ASK FOR A RAISE

Asking for a raise . . . the ideal situation exists when true merit is recognized and never needs to be called to the employer's attention. If your situation is not ideal, what can you do? Obviously, there is only one answer: you must bring the matter up; you must ask for a raise.

Use the guidelines below to role play asking for a raise with another student or a resource person provided by your teacher.

1. BEFORE YOU SPEAK AT ALL, YOU MUST PRECEDE IT WITH CONSIDERABLE THOUGHT AND STUDY.

2. Determine if you are justified in asking for a promotion or a raise by making out a good case for yourself in writing. BE OBJECTIVE!!!

   Examples: What about your production?

   Is there a standard for your work?

   If so, how does your production compare with this standard?

   How many items do you produce in an hour?

   Do you take care of your equipment to prevent breakdowns?

   What additional progress have you made since you were hired?

   If you were to take an employment test (GATB) at this point, would you be significantly higher than the one you took when you applied for your job?

3. Check your attitudes and work habits.

   Examples: Are you always prompt in arriving for work?

   Do you work overtime without complaint when it is necessary?

   How many days of work have you missed because of illness?

   Are you considered cooperative by your supervisors and your co workers?

   When you finish the work assigned, do you find something else to do?

ASSIGNMENT SHEET #5

4. Ask your employer for an appointment.

5. Bring your notes with you to your interview.

Example: "____________, I have enjoyed my work here very much. As I was hired two years ago, you may be interested in the progress I have made since then."

6. Explain the progress.

(NOTE: If you are confident of your worth, you will be able to respond pleasantly to any gruffness or lack of enthusiasm on your employer's part. If the employer challenges your statements, see that you neither back down nor get on the defensive. Simply and calmly bring up the case that you have prepared. After all, it is merely another employment interview, and you passed the first one.)

7. Thank your employer for the interview and for the time spent.

8. Leave.

(NOTE: Go back to your work and be patient. Even if your employer has seemed impressed with your facts, you must not expect your raise to be forthcoming at once. The employer may intend to grant your request after conferring with other members of the firm. DON T RUIN A GOOD CASE BY BECOMING A NUISANCE.)

9. Ask your employer if any decision has been made after two weeks.

(NOTE: KEEP YOUR TONE FRIENDLY BUT IMPERSONAL! TOO MUCH EMOTION HAS RUINED MORE THAN ONE GOOD CAUSE. Even though you may be worthy of a raise, circumstances, such as budget, may prevent your employer from giving you a raise.)

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #6 WRITE A LETTER OF RESIGNATION

It is not unusual for a person to change jobs a number of times before she/he finds a position regarded as permanent. Part of total career success involves notifying your present employer of your departure in a positive way. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It is a forthright, open-handed, and natural method. It usually takes little time, but it affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversation, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personnel file. (Files are kept on you no matter how you leave.) Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his/her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principle of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company, if unforeseen events bring you back to the door.

Use the guidelines below and the sample letter to write a letter of resignation.

1. Address the letter to the nearest manager or department head above you.

2. Imply that your departure will be taken as an inconvenience.

3. Begin with a statement that will be of interest and will appeal to your reader.

   Examples: Show appreciation for the months/years of employment under this company's management

   Acknowledge the confidence placed in you by various advancements

   Comment on the rewarding experience you have acquired under their direction

   (NOTE: The purpose of this is to place your reader in a relaxed frame of mind so that he/she will be receptive to the message to follow.)

4. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job.

ASSIGNMENT SHEET #6

5. Mention the name of the new employer and the position you are to fill.

6. Give an appropriate time notice.

   (NOTE: This time interval should be reasonable enough to allow the company to get a suitable replacement. There is no set time that can be quoted, sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.)

7. End on a constructive or encouraging note.

   Examples: Request a personal interview to explain in greater detail

   Offer to extend the departure date, if possible, while a replacement is being found

   Suggest a possible replacement, if not presumptuous

   Simply offer to be available to help in the transition, as needed

ASSIGNMENT SHEET #6

SAMPLE RESIGNATION LETTER

May 3, 1979

Ruth Neal, Manager
Implied Products, Inc.
2341 Roadway
Anytown, America 00000

Dear Ms. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Implied Products, Inc. has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. National Success Products is staffing its new plant in Somecity, Anystate, my old home town. I have been offered the position of assistant office manager at an attractive starting salary. Although the income part is important, the prospect of returning to the southern Anystate area is irresistible.

I have decided to accept the offer from National Success Products. As I am to report on June 1, this letter should give you about four weeks notice.

If there is anything I can do during the next few weeks to help the office prepare for my departure, I shall be happy to be of service.

Respectfully yours,

J. B. Nicks

J. B. Nicks
Floor Supervisor

CAREER SUCCESS
UNIT II

ASSIGNMENT SHEET #7--INTERVIEW AN EMPLOYER

Part of being a good employee in career success focuses on getting along with and establishing a positive relationship with your employer(s). EMPLOYERS ARE HUMAN!!! This activity will provide an opportunity for you to find out "first-hand." Arrange to interview an employer in your community. This interview can help you to get to know an employer and get you started toward good human relations with employers.

To help you get going, a list of questions you might ask the employer is given below. In the spaces provided, jot down the answers given to you during the interview.

1. How long have you been an employer?

   ____

2. How many employees do you oversee?

   ____

3. Do you like your job? Why?

   ____

   ____

4. Does your work sometimes make you irritable or upset? Why?

   ____

   ____

5. What kind of employee do you get along with best?

   ____

   ____

   ____

   ____

6. What are your hobbies?

   ____

   ____

ASSIGNMENT SHEET #7

7. What is the best part of your job?

____

8. If you could start over, would you go into the same kind of work again, or what would you like to do?

____

____

____

____

9. Suppose you could get the same pay no matter what kind of work you did? Of all the kinds of work you can think of, what would you like to do best?

____

____

____

10. How would you feel about your child going into your kind of work?

____

____

____

CAREER SUCCESS
UNIT II

TEST

NAME ______________________________ SCORE ______________________

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Way which one acts and feels about people, things, and ideas

_____b. On-going alertness for any departure from your present knowledge or training

_____c. Continuous process of getting along with people

_____d. Time used for technical development and improvement of the worker; may be in the form of demonstrations, meetings, or short conferences

_____e. What you know about the job itself

_____f. Sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message

_____g. Action that is acquired and has become automatic, hence, a tendency to perform a certain action

_____h. Worker known/recognized for certain traits

_____i. Emerging concept that individuals owe it to themselves to work rather than to the society; holds that human dignity is to be found in work

_____j. Traditional belief that Americans owe it to their country and to God to work; asserts that it is morally wrong not to work

1. Technical knowledge
2. Human relations
3. Work ethic
4. Work values
5. Attitude
6. Communication
7. Habit
8. Learning attitude
9. Job-enrichment programs
10. Office character

2. Name the two basic factors which influence career success.

a. ____

b. ____

3. Match desirable employee characteristics for the needle trades industry to the correct definitions. Place the appropriate numbers in the blanks provided.

______a. Being careful and precise

______b. Being able to control one's temper and emotions

______c. Utilizing every minute

______d. Being polite and acting with good manners

______e. Being tidy and arranging work in logical order

______f. Being able to say the right thing at the right time

______g. Ability to adjust to new situations and requests

______h. Being truthful in all things

______i. Doing what one has said will be done and completing duties and assignments

______j. Being eager to help or take part in some activity

______k. Working in harmony with others

______l. Being intelligent and skillful in one's work; having an earnest, steady effort; hardworking

______m. Doing things without being told

______n. Being able to keep confidences and avoid gossip about work matters

1. Dependability
2. Industry
3. Enthusiasm
4. Initiative
5. Honesty
6. Loyalty
7. Cooperation
8. Flexibility
9. Courtesy
10. Self-control
11. Tact
12. Neatness and orderliness
13. Valuing time
14. Accuracy

4. Discuss three of the ways to increase self-satisfaction in a career.

5. Match the barriers to good communication on the right to the correct definitions/descriptions. Place the appropriate numbers in the blanks provided.

______ a. Lack of ability to think about what is being said

______ b. Belief by a person who says a statement that what is said is absolute, complete and certain

______ c. Problem resulting from labeling, name-calling, and emotionally-loaded words

______ d. Result of people forgetting or overlooking that a single word or expression may have several different meanings

1. Bypassing
2. "Allness"
3. Misuse of language
4. Poor listening skills

6. Discuss four ways to improve listening skills.

7. Select from the list below positive factors of a needle trades career. Place an "X" in the appropriate blanks.

______ a. Comfortable temperature year around

______ b. No major investment

______ c. Transportation provided to and from work

______ d. Free snacks provided at break time

______ e. Uniforms provided by company

______f. Job security

______g. Transferability

______h. Free industry-sewn garments

______i. Thanksgiving bonus

______j. Paid vacations, holidays, and weekends

______k. Free fabrics used in industry

______l. Clean environment

______m. Safe environment

______n. Enforced dress code

______o. Wage determined by work done

8. Match physical characteristics necessary for needle trades to the correct definitions. Place the appropriate numbers in the blanks provided.

______a. Can consistently perform the same set of motions over and over again in the same amount of time throughout the eight-hour day

______b. How long a person can keep up a certain pace and rhythm

______c. Can handle work in a skillful manner

______d. Can use various parts of the body at the same time

______e. How fast one can get a single job done

1. Manipulative ability
2. Coordination
3. Rhythm
4. Pace
5. Stamina

9. Name two reasons people lose jobs.

a. ______________________________

b. ______________________________

10. Discuss six ways to handle loss of employment.

____

____

____

11. Evaluate personal qualities of self.
12. Evaluate personal health/grooming habits.
13. Evaluate personal habits associated with career success.
14. Evaluate listening skills.
15. Write a letter of resignation.
16. Interview an employer.

(NOTE: If activities 11-16 have not been accomplished prior to the test, ask the teacher when they should be completed.)

CAREER SUCCESS
UNIT II

ANSWERS TO TEST

1. a. 5
   b. 8
   c. 2
   d. 9
   e. 1
   f. 6
   g. 7
   h. 10
   i. 4
   j. 3

2. a. Technical knowledge
   b. Human relations

3. a. 14
   b. 10
   c. 13
   d. 9
   e. 12
   f. 11
   g. 8
   h. 5
   i. 1
   j. 3
   k. 7
   l. 2
   m. 4
   n. 6

4. Discussion should include any three of the following:
   a. Keep a positive attitude
   b. Learn to be a winner on the job
   c. Get yourself together
   d. Want to improve and share

5. a. 4
   b. 2
   c. 3
   d. 1

6. Discussion should include any four of the following:
   a. Encourage others to talk
   b. Use nonverbal actions to encourage the person who is talking
   c. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said
   d. Ask the speaker to repeat what was said when your mind wanders
   e. DON'T INTERRUPT
   f. Listen for feelings as well as for facts

7. a, b, f, g, l, m, o

8. a. 3 c. 1 e. 4

   b. 5 d. 2

9. Any two of the following:
   - a. Technical knowledge
   - b. Economic conditions
   - c. Human relations
   - d. Low observance of or lack of dedication to work values

10. Discussion should include any six of the following:
    - a. Maintain self-respect
    - b. Resort to all known techniques for obtaining a job
    - c. Apply at nearest United States Employment Service Job Bank
    - d. Maintain a routine of self-improvement
    - e. Talk with officials at nearest local Cooperative Manpower Planning System Committee (CAMPS) to explore the possibility of further training for new kinds of jobs
    - f. Take a trip if you feel yourself filled with despair
    - g. Be creative and inventive
    - h. Do volunteer work

11. Evaluated to the satisfaction of the teacher

12. Evaluated to the satisfaction of the teacher

13. Evaluated to the satisfaction of the teacher

14. Evaluated to the satisfaction of the teacher

15. Evaluated to the satisfaction of the teacher

16. Evaluated to the satisfaction of the teacher

FREE ENTERPRISE SYSTEM
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to describe areas of government involvement in the marketplace. The student should also be able to discuss the free enterprise system, discuss problems with government involvement, and select from a list ways prices influence the economy. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the free enterprise system to the correct definitions.
2. List resources necessary for production of goods and services.
3. Match economic goals of American people to statements describing the goals.
4. List the roles of the government in the economy.
5. Discuss in a short paragraph the roles of individuals and businesses in the economy.
6. Describe the function of supply and demand schedules.
7. List the factors that determine the degree of elasticity of demand.
8. Select from a list the ways prices influence the economy.
9. List the benefits of competition and profit.
10. Discuss the characteristics of our modified free enterprise system.
11. Describe ways the government has become involved in the marketplace.
12. List reasons that the government's role has increased.
13. Discuss problems with government involvement in the economy.
14. Select from a list the reasons for striving to reach economic goals.

15. Write a moral for fable on industrial profits.
16. Analyze resources necessary for production of needle trades products.
17. Analyze pay check.

FREE ENTERPRISE SYSTEM
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

  A. Provide student with objective sheet.

  B. Provide student with information sheet.

  C. Make transparencies.

  D. Discuss unit and specific objectives.

  E. Use Assignment Sheet #2 with objective two.

  F. Discuss information sheet.

  (NOTE: Arrange for person from U. S. Department of Labor [Wage and Hour Board Department] to speak in class to reinforce objectives eleven, twelve, and thirteen. Additional resource persons may assist with this unit. Provide them with copies of the unit.)

  G. Give test.

II. Instructional materials:

  A. Objective sheet

  B. Information sheet

  C. Transparency masters

    1. TM 1--Circular Flow Between Producers and the Public

    2. TM 2--Comparative Standard of Living

    3. TM 3--Alternate Uses for Scarce Land

    4. TM 4--Alternate Uses for Scarce Capital

    5. TM 5--Alternate Uses for Scarce Workforce

    6. TM 6--Desire for Stability vs Desire for Freedom

    7. TM 7--Desire for Stability vs Desire for Efficiency

    8. TM 8--Desire for Growth vs Desire for Justice

    9. TM 9--Circular Flow Between Government and the Public

    10. TM 10--Supply and Demand Schedule

11. TM 11--Supply and Demand Curves
12. TM 12--Ways Prices Influence the Economy
13. TM 13--Helping Growth
14. TM 14--Limiting Growth

D. Assignment sheets

1. Assignment Sheet #1--Write a Moral for Fable on Industrial Profits
2. Assignment Sheet #2--Analyze Resources Necessary for Production of Needle Trades Products
3. Assignment Sheet #3--Analyze Pay Check

E. Answers to assignment sheets

F. Test

G. Answers to test

III. References:

A. Calderwood, James D., and Fersh, George L. *Economics for Decision-Making*. New York: MacMillan Publishing Co., Inc., 1974.

B. Nelson, Frank W. *Distributive Education II: Course of Study*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

C. Turcotte, Raymond J., and Patton, Bob. *Bricklaying Curriculum*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center and Associated General Contractors of America, 1977.

IV. Additional reference--*The American Economic System . . . and Your Part in It*. Free single copies available from Economics, Pueblo, Colorado 81009.

FREE ENTERPRISE SYSTEM
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Economics--Study of how persons can best consume, produce, and distribute goods and services to try to satisfy their never-ending and ever-increasing wants

B. Free enterprise--System where most production is done by privately owned corporations, partnerships, and private citizens in a free market

(NOTE: Free enterprise is sometimes referred to as *private enterprise*.)

C. Demand--Amount of a good or service wanted at a given price and time

D. Supply--Amount of a good or service that will be offered for sale at a given price and time

E. Elasticity--How much the demand for a good or service will increase if the price is lowered or how much the demand will decrease if the price is raised

Example: If the price of cars were cut by 50%, the demand probably would increase greatly

F. Inelasticity--Condition where demand is not affected much by a change in price

Example: If the price of salt were cut by 50%, the demand would not increase very much

G. Product market--System where goods and services are sold by producers to consumers who in turn pay money to the producers for these goods and services (Transparency 1)

H. Factor market--System where the factors of production (labor, management, property, and savings) flow from the public to the producers and where money payments (wages, salaries, interest, rent, and dividends) flow from the producers back to the public (Transparency 1)

I. Communism--Economic and political system where the government leaders try to achieve equality by controlling all property and production and by deciding how and to whom goods and services are distributed

Examples: USSR, China

INFORMATION SHEET

J. Capitalism--Economic and political system characterized by elected representatives, limited government control, and freedoms such as freedom of speech, the right to own property, the right to choose a job, and freedom of religion (Transparency 2)

(NOTE: The term *capitalism* is often used interchangeably with the term *free enterprise* or *private enterprise*.)

K. Socialism--Economic and political system where the government controls most means of production

Example:	Great Britain

L. Assets--Property owned by or due a business

Examples:	Cash, accounts receivable, inventory, building, patents

M. Liabilities--All claims against a corporation or entity

Examples:	Salaries, dividends, taxes, mortgages, loans

N. Natural resources--Materials supplied by nature

Examples:	Land, water, lumber, minerals, fuel

O. Labor--Services performed by people with skills for wages

P. Capital--Accumulated goods designed to bring in income

Examples:	Tools, machines, buildings

Q. Management--Skill to direct and control other resources

R. Technology--Ability to produce more goods and services with fewer resources

S. Entrepreneur--Person who organizes and manages a business, assuming the risk for the sake of profit

T. Deductions--Set amount of money taken out of your pay check for federal, state, and/or city tax, retirement, insurance, and other benefits

U. Gross--Amount of wages earned before any deductions are made

V. Net (take-home pay)--Amount of wages remaining after deductions are made

INFORMATION SHEET

II. Resources necessary for production of goods and services (Transparencies 3, 4, and 5, Assignment Sheet #2)

A. Capital

B. Management

C. Labor

D. Natural resources

III. Economic goals of American people (Transparencies 6, 7, and 8)

A. Economic efficiency--Getting the most of time, energy, money, and abilities

B. Economic growth--Obtaining better education, highways, hospitals, postal service, fire and police protection, and recreational facilities for all Americans

C. Economic stability--Avoiding recessions, depressions, and inflation

D. Economic security--Protecting against financial risks people run into in their daily lives

E. Economic freedom--Going into business to produce whatever goods and services a person thinks he/she can sell at a profit

(NOTE: This also includes the freedom to leave a business.)

F. Economic justice--Applying economic policies to the ideas about what is right and wrong

Examples: Minimum wage laws; individuals being financially able to support churches and other charitable organizations

(NOTE: Goals may conflict. Therefore, Americans must try to achieve the best combination or "mix" of these goals. It is the privilege and responsibility of all Americans to know the issues, vote on bills, and elect officials at all levels of government who will help achieve these goals.)

IV. Roles of the government in the economy (Transparency 9)

A. Producer and consumer

(NOTE: Federal, state, and local governments are the biggest businesses in the country.)

Examples: Government hires workers, buys raw materials, produces postal services, establishes universities, runs hospitals, provides police and fire protection, and collects taxes to pay for the production costs

INFORMATION SHEET

B. Regulator and protector

(NOTE: The government in this role sets rules for banks and advertising; pollution controls; building codes; food, drug, and cosmetic standards; and utility rates and enforces wage and age requirements for employment.)

C. Promoter of economic goals of American people

V. Role of individuals and businesses in the economy (Transparency 1)

A. Individuals and businesses save money

B. Savings are then invested in machines, tools, factories, stores, and offices

C. Labor works to produce goods and services for itself and others

D. Businesses provide wages, salaries, and stock dividends with which individuals can save and/or purchase goods and services

VI. Function of supply and demand schedules--To determine price and quantity of good or service (Transparencies 10 and 11)

(NOTE: Demand and supply are the totals of individual decisions of millions of buyers and sellers.)

VII. Factors that determine the degree of elasticity of demand (Transparencies 10 and 11)

A. Whether a good or service is a necessity or luxury

(NOTE: Luxuries are more elastic than necessities. Thus, more luxury items would usually be demanded at lower prices.)

B. Availability and price of substitute products

Example: Polyester scarves may be substituted for silk scarves. If the price of silk goes up, people might buy fewer silk scarves and more polyester scarves

C. Amount of money people are willing and able to spend

VIII. Ways prices influence the economy (Transparency 12)

A. Prices determine what will be produced by showing what is profitable and not profitable to sell

Example: If it costs $20.00 to make a pair of blue jeans and they sell at $21.00, there is not enough profit to continue their production

INFORMATION SHEET

B. Prices determine how scarce resources will be used

Example: If the cost of gas is held at a low price, more of the resource will be used than if the price is high

C. Prices determine whether a substitute can be used

Example: If the consumers have no preference, an item made from polyester can be substituted for one made from wool in order to reduce the cost of production

D. Prices determine who can afford certain goods and services

E. Individual decisions are influenced by prices

Examples: Price changes influence buying and selling habits and occupational decisions; both parents of a family may decide to work because of the price of the things they want, or they may decide to change their habits and live without certain things

F. People collectively determine prices by what they are willing to buy

(NOTE: This is known as *economic vote*.)

Example: If you do not like a certain type of shoes but buy them anyway (because they are in style), you are casting your economic vote to continue their production

G. Producers try to learn how consumers will "vote" or purchase goods and services by studying past sales records and by conducting marketing studies

IX. Benefits of competition and profit

A. Stimulates the development of new or improved goods and services

B. Causes scarce resources to be used as efficiently as possible

C. Reduces prices

Example: Gas wars

D. Motivates people to open new businesses

E. Creates new jobs

(NOTE: No profit = No capital = No tools = No jobs = Create new jobs.)

INFORMATION SHEET

F. Encourages more effective selling and promotion techniques

(NOTE: The average net profit, after taxes, in retailing is four percent or four cents out of every dollar of sales. The average return on investment for all industries is about eleven percent. Profits may be used to invest in new equipment, pay dividends, conduct research, and support educational and charitable organizations.)

X. Characteristics of our modified free enterprise system

A. Permits local, state, and federal governments to play a role in how resources will be used

B. Allows some monopolies to exist

Example: Telephone companies

C. Has profit motive as main incentive

D. Maintains efficiency through competition in the marketplace

E. Determines kinds and levels of production mainly by consumer purchases

F. Provides rights to own property, to enter or leave a job, and to make contracts

XI. Ways the government has become involved in the marketplace

A. Floor (minimum) and ceiling (maximum) boundaries set on wages and prices

(NOTE: Boundaries may affect unemployment.)

B. Regulations on public utilities

Examples: Airlines, railroads, telephone companies, and gas and electricity rates

C. Tariffs on imports to encourage the sale of American goods

XII. Reasons government's role has increased

A. Larger populations and movement to large cities require more goods and services

Examples: Sewers, street lights, garbage trucks, health regulations

(NOTE: Such services are often necessary before industry will locate in a city.)

INFORMATION SHEET

B. Need for national defense has increased

C. Desire for justice

D. Desire for economic security

XIII. Problems with government involvement in the economy

A. Government is not as efficient as private business

1. Government agencies do not have to use resources wisely in order to make a profit or to compete

2. Civil service safeguards lessen the influence of politics on government employees but may make it difficult to fire the people who may not do a job well

B. People often lose certain freedoms of choice

XIV. Reasons for striving to reach economic goals (Transparencies 13 and 14)

A. Raise the standard of living for more people

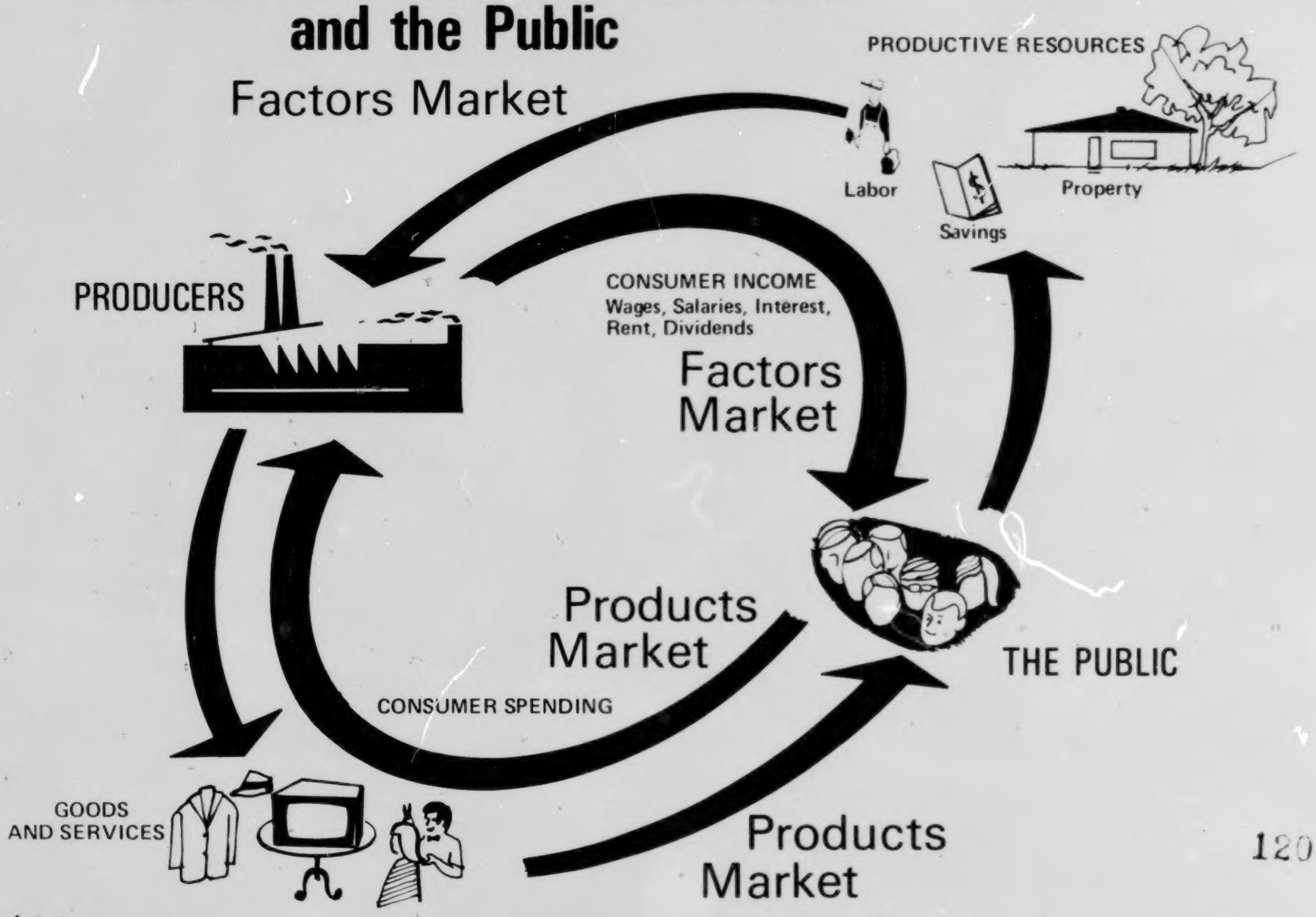
B. Have full employment

C. Compete in the international market with countries such as Japan and Germany

D. Meet the challenge of Communism to replace the United States as the world's leading power

E. Provide assistance and guidance to developing countries

Circular Flow Between Producers and the Public



Factors Market

PRODUCTIVE RESOURCES

Labor

Savings

Property

PRODUCERS

CONSUMER INCOME
Wages, Salaries, Interest,
Rent, Dividends

Factors Market

THE PUBLIC

Products Market

CONSUMER SPENDING

GOODS AND SERVICES

Products Market

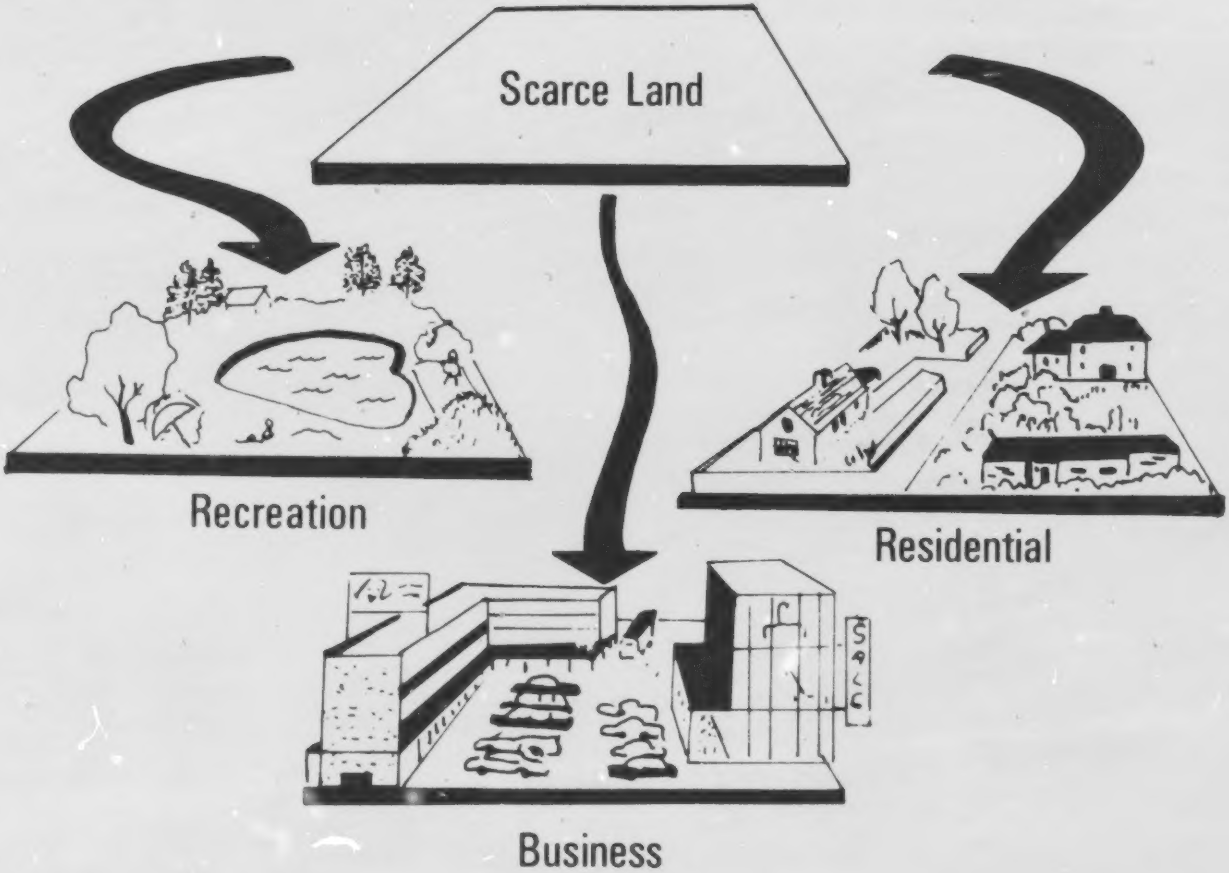
Comparative Standard of Living

Approximate worktime required for average manufacturing employee to buy selected commodities in retail stores in Washington, D.C. and London and at state-fixed prices in Moscow during May 1976:

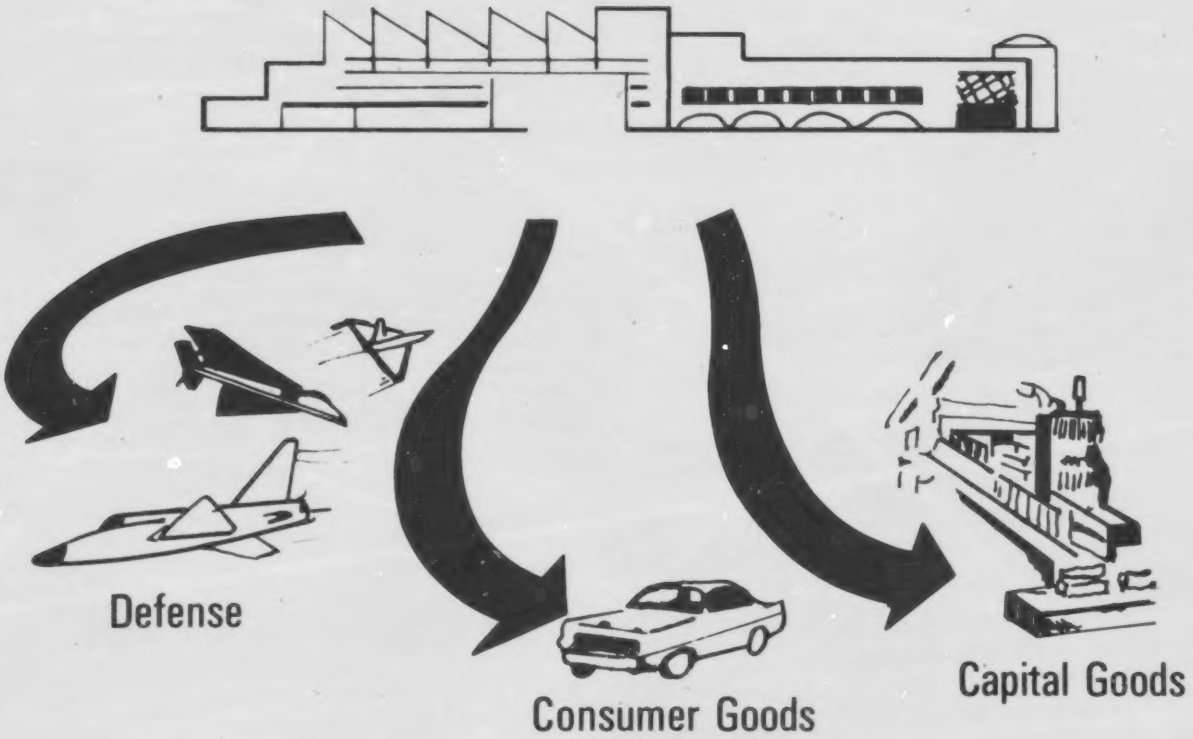
COMMODITY	WASHINGTON, D.C.	LONDON	MOSCOW
Milk (1 liter)	7 minutes	11 minutes	21 minutes
Hamburger meat, beef (1 kg)	34 minutes	76 minutes	3.5 hours
Sausages, pork (1 kg)	71 minutes	60 minutes	2.6 hours
Potatoes (1 kg)	8 minutes	23 minutes	(7) minutes
Apples, eating (1 kg)	16 minutes	24 minutes	5.4 hours
Sugar (1 kg)	9 minutes	15 minutes	65 minutes
White bread (1 kg)	21 minutes	10 minutes	20 minutes
Eggs (10)	10 minutes	13 minutes	97 minutes
Vodka (0.7 liters)	67 minutes	3.4 hours	9.8 hours
Cigarettes (20)	10 minutes	27 minutes	23 minutes
Weekly food basket for four people	17.2 hours	28.2 hours	64.6 hours
Soap, toilet (150 grams)	5 minutes	10 minutes	72 minutes
Lipstick	31 minutes	54 minutes	7.8 hours
Panty hose	17 minutes	15 minutes	9 hours
Men's shoes (black, leather)	6.7 hours	7.7 hours	36 hours
Man's business suit	25 hours	40 hours	106 hours
Refrigerator, small (150 liters)	47 hours	50 hours	168 hours
Color TV set, large (59 cm screen)	3.9 weeks	5.5 weeks	19.5 weeks
Small Car (Fiat or Zhiguli)	6.9 months	11.1 months	3.1 years

Provided by Phillips Petroleum Company in cooperation with the National Federation of Independent Business.

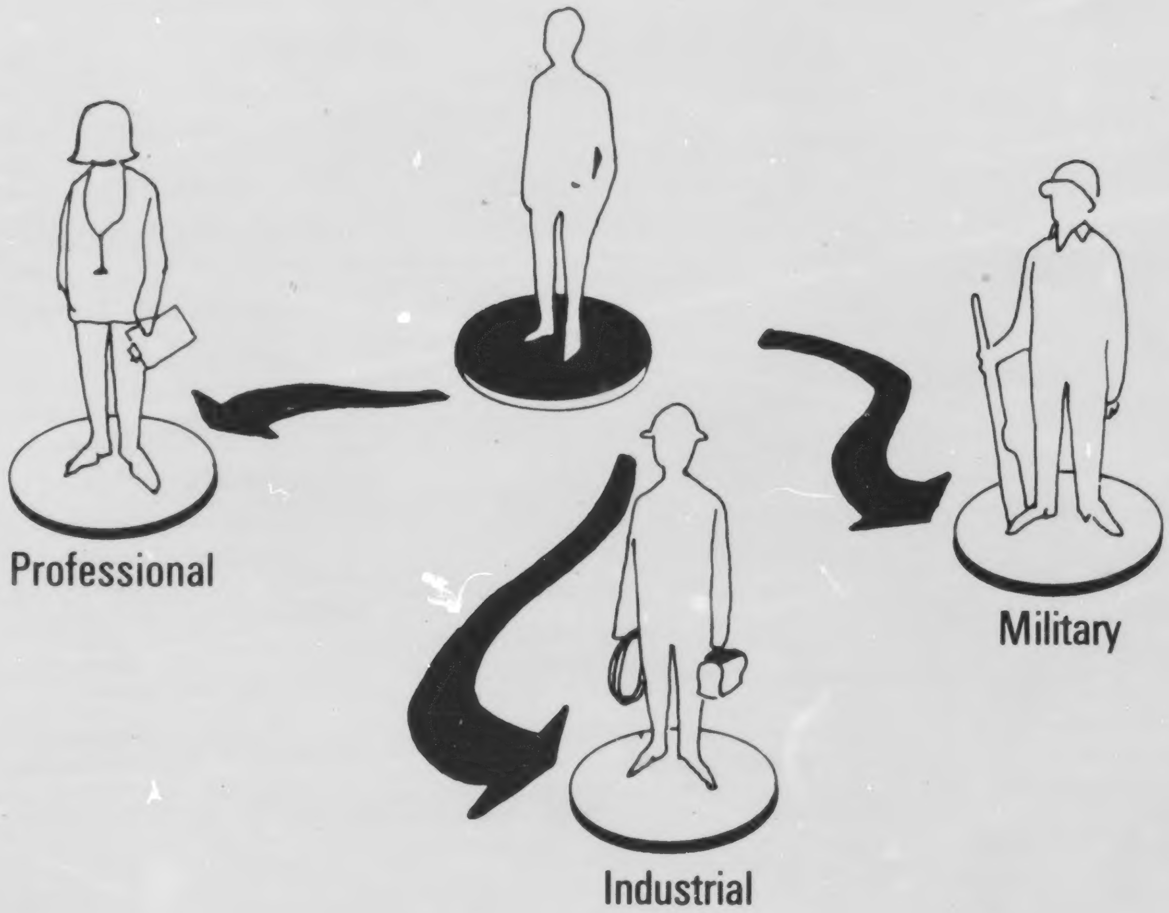
Alternate Uses for Scarce Land


Scarce Land
Recreation
Residential
Business

Alternate Uses for Scarce Capital


Defense
Consumer Goods
Capital Goods

Alternate Uses for Scarce Workforce


Professional
Military
Industrial

Desire for Stability vs Desire for Freedom

Desire For Stability

Desire For Freedom

Wage and price controls
to prevent
inflation . . . . may conflict with . . . Free decision-making
in the market by worker,
businessperson, and
consumer

Desire for Security vs Desire for Efficiency

Desire For Security

Desire For Efficiency

A tariff on foreign goods entering the U.S. to protect domestic producers . . . . may conflict with . . . free trade which leads to more effective use of productive resources and gives consumers lower prices

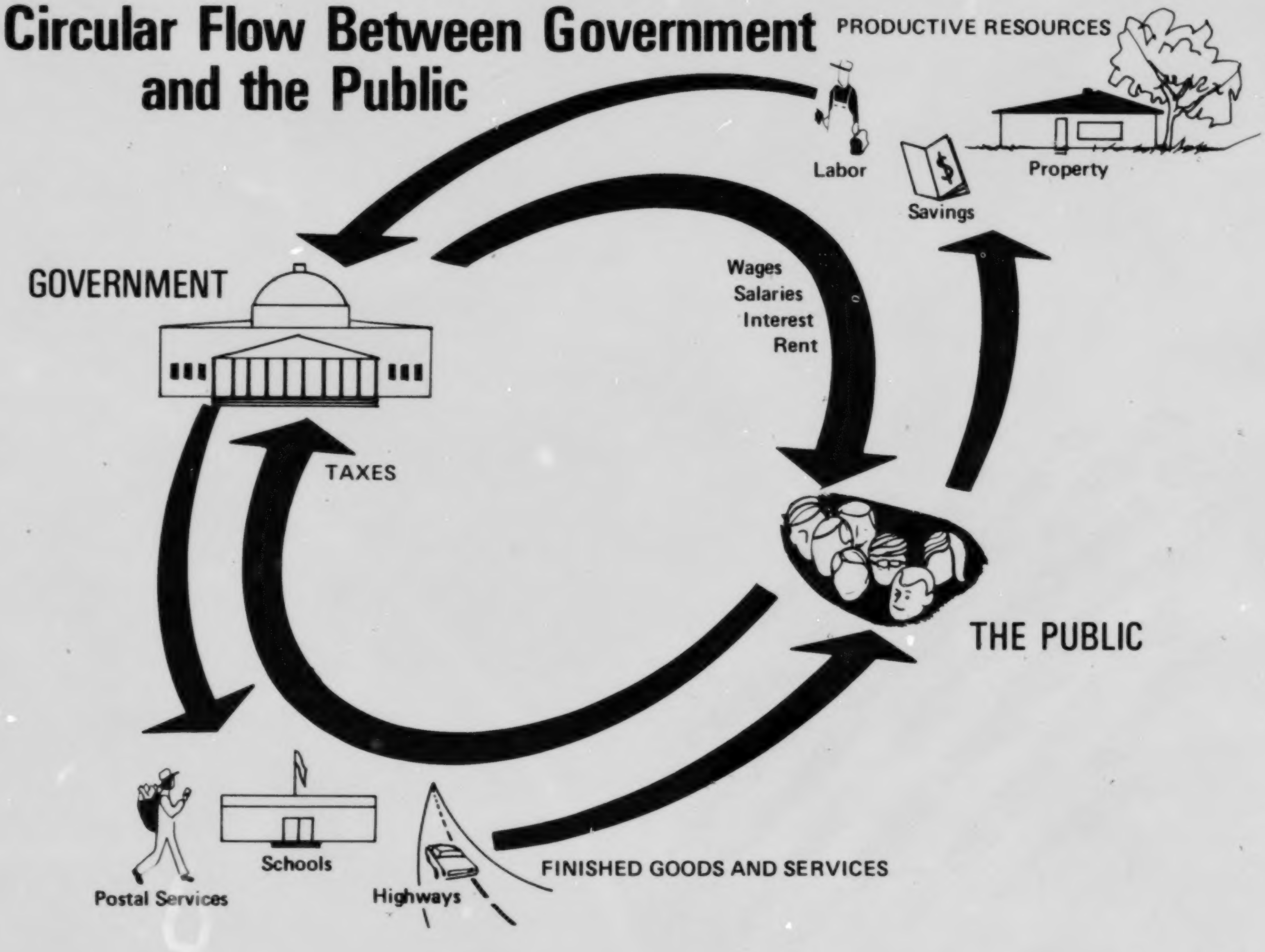
Desire for Growth vs Desire for Justice

Desire For Growth

Desire For Justice

Building interstate
highways around
cities to improve
transportation . . . may conflict with . . . Business interests
of motels, gas stations,
and restaurants on old
road through city

Circular Flow Between Government and the Public

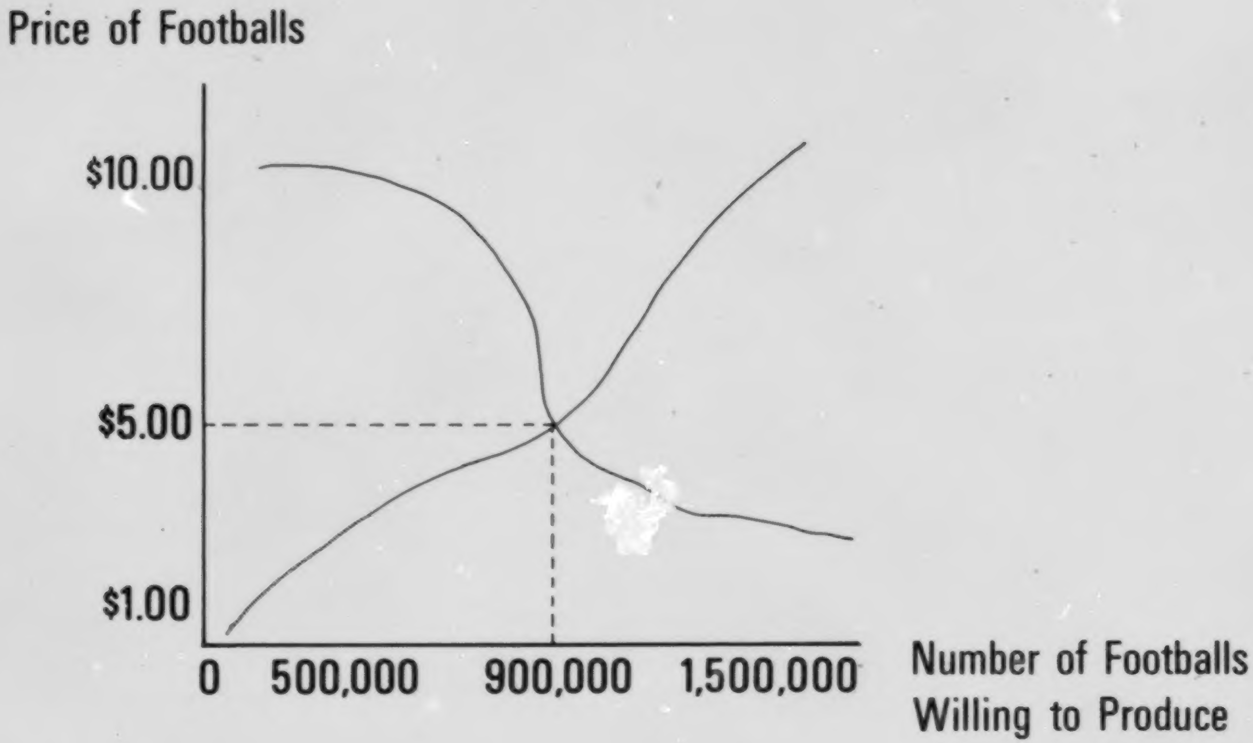

PRODUCTIVE RESOURCES
Labor
Savings
Property
GOVERNMENT
Wages
Salaries
Interest
Rent
TAXES
THE PUBLIC
Postal Services
Schools
Highways
FINISHED GOODS AND SERVICES

Supply and Demand Schedule

Price of Phonograph Album	Number of Phonograph Albums Wanted at that Price	Number of Phonograph Albums Supplied at that Price
$5.00	500,000	1,000,000
$4.00	600,000	900,000
$3.50	700,000	700,000
$3.00	800,000	600,000
$2.00	1,000,000	400,000

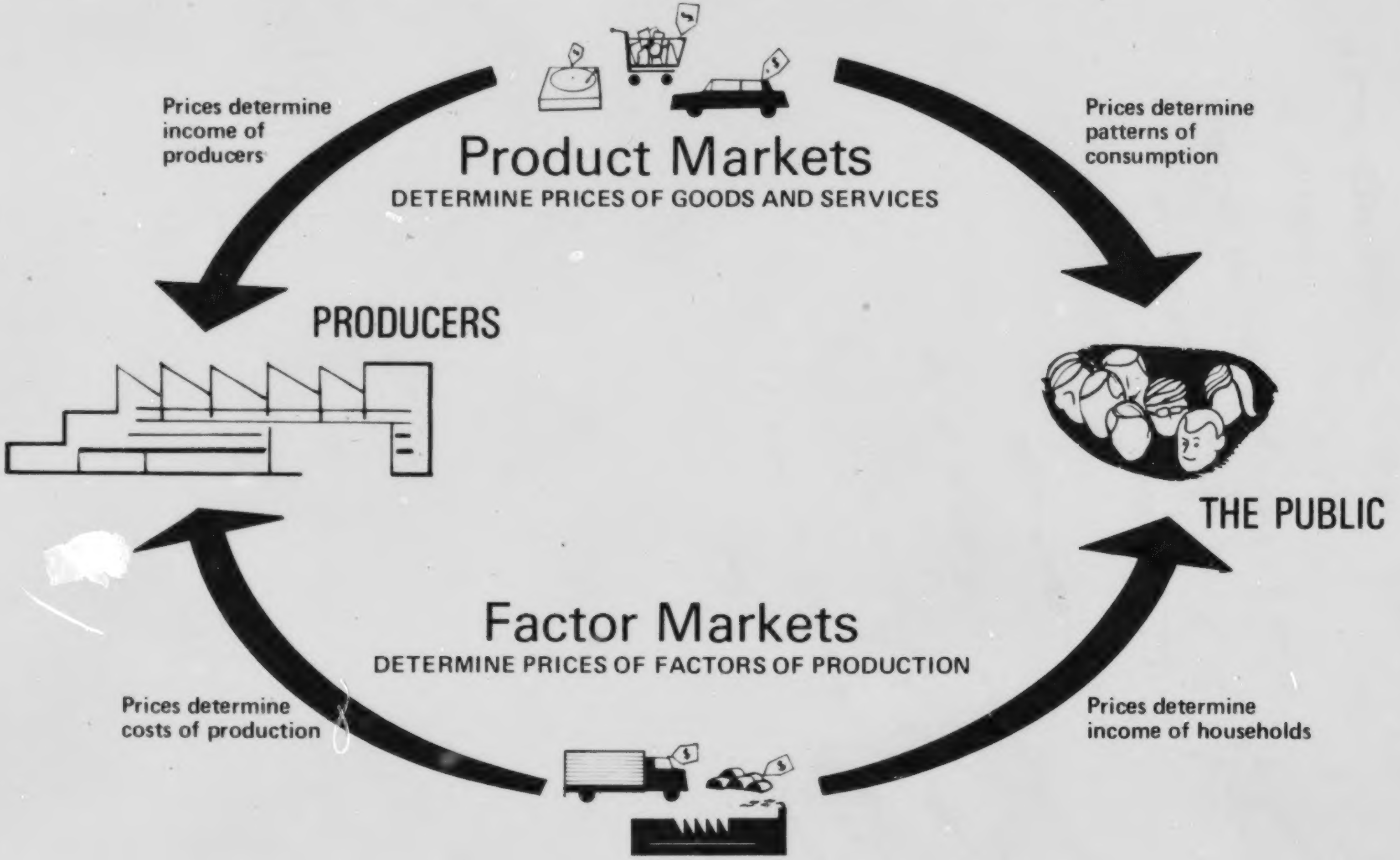
Supply and demand determines price and number produced

Supply and Demand Curves



At this point in time, 900,000 footballs would be produced at a price of $5.00 each

Ways Prices Influence the Economy



Prices determine
income of
producers

Product Markets

DETERMINE PRICES OF GOODS AND SERVICES

Prices determine
patterns of
consumption

PRODUCERS

THE PUBLIC

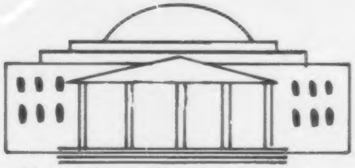
Factor Markets

DETERMINE PRICES OF FACTORS OF PRODUCTION

Prices determine
costs of production

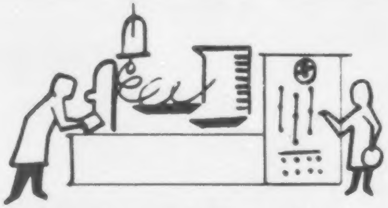
Prices determine
income of households

Helping Growth



Stable Government

Encourages business, incentives for citizens



Research and Development

Quantities of new improved products at less cost

Modern Tools

Rising productivity, less drain on human energy

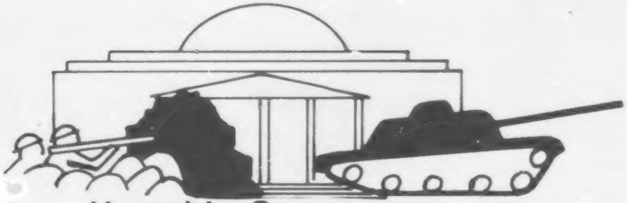
Mass Production

Abundant supply of low-priced goods

Mass Education

Increased supply of skilled labor

Limiting Growth

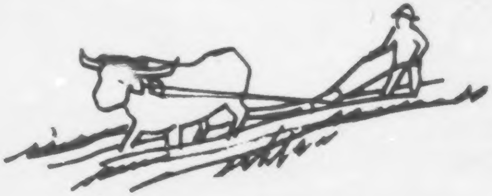


Unstable Government

Discourages business, uncertainties for citizens

Limited Technology

Limited products and higher prices



Primitive Tools

Low productivity, heavy drain on human energy

Production By Hand

Small supply of high-priced goods

Lack of Education

Shortage of labor skills

FREE ENTERPRISE SYSTEM
UNIT III

ASSIGNMENT SHEET #1--WRITE A MORAL FOR FABLE ON INDUSTRIAL PROFITS

Read the following fable carefully. After you have read it, write a moral for the fable.

THE FABLE OF THE FAT PROFIT CARROT

Benny Bunny appeared bright and early for his new part-time job at Mr. Grover Grizzly's Woodland Jacket Factory. Benny was a student at Woodland High School. Benny needed some pocket money to keep himself comfortably nourished on malts (carrot flavor, of course) and luscious lettuceburgers.

"Here I am, Sir, ready to make those jackets for you," cried Benny, his nose twinkling enthusiastically.

"Glad to have you, Benny," growled Mr. Grizzly, scratching his sizeable paunch. "You're a bright, personable young rabbit, but you will have to learn to sew. Takes a bit of skill and practice."

At that moment two hares came bounding into the factory.

"Meet Harry and Harriet Hare, Benny," said Mr. Grizzly. "They'll help you out and get you started. They're students at the Woodland Community College who work here after school. And there's Minnie Mole. Minnie is our bookkeeper and accountant. She does the inventory at all three of my factories, too. I'd like to get you started myself, but I'm off to Washington for two weeks."

Mr. Grover Grizzly placed his square black derby on his head, picked up his suitcase, and ambled out the door.

He returned two weeks later, arriving at the same time that Benny, now a two-week veteran, came bustling into the jacket factory.

"Hi, Mr. Grizzly," cried Benny. "Have a good trip?"

"Fine, Benny. How do you like the needle trades industry by now?"

"Great!" cried Benny. "Have you got a good thing going here! When I get out of school I'm going to get into your racket! I never dreamed there were such fat profits in the clothing industry. It's a--- a--- it's a bunch of fat carrots! Profit carrots!"

Mr. Grizzly raised his bushy eyebrows. "Fat?" he said. "I never thought of . . ."

"Minnie showed me how you make this jacket for $12.50 and sell it for $25.00. Twelve and a half bucks of clear carrot gravy!"

"You noticed, of course, Benny, that we had to remodel the factory a few months ago. It was once the Woodland Grocery Store, run by our mutual friend, Grandpa Porcupine."

ASSIGNMENT SHEET #1

"Gramps went broke, didn't he? I didn't think about those nice new cutting tables and those sewing machines. I guess they cost a lot, didn't they?"

"Took some of those $12.50 carrots," agreed Mr. Grizzly. "Lots of jackets too, Benny."

"Thousands!" cried Benny. "But you have to have the fabric in stock. Where'd you get the money to buy it? The jackets aren't sold yet."

Mr. Grizzly pointed to the Woodland Bank across the road. Benny stared at it.

"They don't give the stuff away," he said. "You had to borrow it, didn't you? And you have to pay interest on it, too, don't you?"

"Comes out of that carrot gravy," grunted Mr. Grizzly. "And then there are the taxes. Oh, yes, and the licenses."

"Taxes? Licenses? What taxes? What licenses?"

"We have to pay taxes on the business itself, of course, and there are taxes on those carrots you're talking about."

"You mean you have to pay to run a business like this clothing factory? And on the profit you make, too?"

"Right," said Mr. Grizzly. "My three factories are grouped into what they call a 'corporation.' Our animal kingdom taxes corporations so they can give us animals the help and services we need. Our animal state taxes us, too. And then there's the Woodland city tax, and the permits and the licenses. Those are all slices out of those carrots."

"Jeepers!" cried Benny. "Does anybody else get a part of that profit carrot?"

"Well," said Mr. Grizzly, "there are the lawyer and the accountant."

"Lawyer?"

"There are contracts that have to be properly written. The government sets down guidelines for operating a factory. I need a lawyer to make sure that I follow the law. Then there's Minnie, the accountant, bookkeeper, and inventory clerk. You know I need her."

"Aren't those carrots about gone?" asked Benny.

"Well, there's the insurance," said Mr. Grizzly.

"Insurance?" cried Benny. "What for?"

ASSIGNMENT SHEET #1

"Fire insurance, insurance for weather damage, insurance for water damage from leaking pipes. I have to have insurance in case somebody gets hurt on the premises. I have to pay health and accident insurance for each of my employees."

"For me, too?" asked Benny.

"Of course, Benny. And it costs me to train you, you know. You're not really earning your pay yet although I hope you will soon."

"I guess I didn't make very many of those $25.00 jackets yet, Mr. Grizzly, not enough to pay my salary. You're really paying for my sewing training."

"We'll have to step up production, too, Benny," said Mr. Grizzly. "We've got some tough competition. Freddy Fox and his brothers are selling jackets at a lower price. They're trying to corner the clothing business in Woodland. We may have to lower our prices to compete. That will cut that $12.50 carrot a bit thinner."

"I saw their ad for employees in the paper last Sunday," said Benny. "They bought a whole page in the *Woodland News*. Our ad was a lot smaller."

"It's been running every week, though," said Mr. Grizzly. "And it costs a lot to advertise."

Benny went over to help some rabbits finish jackets; the button sewer didn't show up for work today. He brought the finished jacket bundle cards back to Minnie.

"It would be nicer if the employees came to work every day," said Benny.

"Yes," said Minnie. "We had seven absent last week."

"Jeepers!" cried Benny. "I never thought of that."

"Most people don't," said Minnie. "We had about 75 jackets sewn too poorly to sell last month."

"Can't you hire more supervisors?" asked Benny.

"They'd cost Mr. Grizzly more than the jackets," replied Minnie. "We just have to chalk it up to loss. It's cheaper. Get out of here now, Benny. I've got to get at my records. The government insists upon our filling out a lot of forms and reports. They need them, I'm sure, but they take up a lot of our time. This paper work is driving Mr. Grizzly up the wall - and me, too."

Benny went back out into the factory. Mr. Grizzly had just sold another jacket. He rang up the sale on the cash register.

"Another $12.50 for us, Benny," chuckled Mr. Grizzly cheerfully. "Another day, another dollar."

ASSIGNMENT SHEET #1

"We'll split it, Mr. Grizzly," grinned Benny. "A little for Minnie, Harriet, Harry, and me. A little for the lawyer, a little for the insurance company, a little for the government, a little for the mistakes, a little for the bank, a little for the newspaper, a little for the loss on the days some don't come to work, and all the rest--for you. Mr. Grizzly, why do you do it?"

"You know, Benny, sometimes the question occurs to me, and, I guess, to all the others who run industries. But I like our work. I am my own boss, and I like that. I like selling a good product to satisfied customers. I like to think I'm doing something for our Woodland community. If we all work hard there may be enough of that carrot gravy for all of us to have a share."

"You're quite a guy, Mr. Grizzly," said Benny, "even if your slice of the carrot is a lot thinner than most of us think."

Aesop, who wrote a lot of fables many years ago, often included the moral with his fables. There is no moral for this one. Would you please fill it in?

Adapted and used with permission from Free Enterprise Educational Committee, Inc.

FREE ENTERPRISE SYSTEM
UNIT III

ASSIGNMENT SHEET #2--ANALYZE RESOURCES NECESSARY FOR PRODUCTION OF NEEDLE TRADES PRODUCTS

Do you ever wonder why clothes cost as much as they do? Do you ever wonder why workers don't get paid more than they do?

On the chart below, list as many of the items that you can think of that are needed by the needle trades industry to produce goods. Start your list from the very beginning of the fiber development to the stage where the products are ready to be shipped to the retail stores. After you complete the chart, answer the questions on the next page.

CAPITAL	TYPES OF MANAGEMENT	TYPES OF LABOR	NATURAL RESOURCES	LIABILITIES AND RISKS
Example: Cotton pickers	Farm management	Cotton farmers	Land, cotton	Insurance, wages, bad weather, parasites, farm tax

ASSIGNMENT SHEET #2

1. Who pays for these resources in the long run?

2. Before these products are shipped to retail stores, who bears the cost of these resources, liabilities, and risks?

3. Who absorbs the cost of the garment if it is done too poorly to send to a retail store or goes out of style?

4. How might this affect the ability to pay wages and offer job benefits?

5. What does the final retail cost of a product have to do with the way it sells and your wages?

6. Considering the cost of capital, management, labor, liabilities, and natural resources, what can you do to raise your own wage?

FREE ENTERPRISE SYSTEM
UNIT III

ASSIGNMENT SHEET #3--ANALYZE PAY CHECK

25 023 S

3-31-79 Date

Pat A. Anderson Name

509-82-8313 Social Security Number

Net Amount

This card is furnished for your convenience in order to keep a personal record of your monthly payroll deductions. Please transfer the amounts from your payroll warrant to this card.

Gross Amount	Federal W.H. Tax	State W.H. Tax
505.00	38.80	3.33

Employee Insurance	Retirement	Other Insurance	Bonds	FICA
30.01	25.25			30.55

1. Use the figures above to answer the questions below.
   - a. Compute the net amount available from this check. $__________
   - b. How much will you take home each month? $__________
   - c. How much do all of the deductions add up to be? $__________
   - d. Compute the gross wage per year. $__________
   - e. Compute the actual take-home pay per year. $__________
   - f. What is the difference between the yearly gross and the yearly net? $__________

2. During a job interview the manager tells you that you are guaranteed an annual salary of $9,000.00. What relationship does this amount have with the money you will actually have to spend during that year?

____

____

____

ASSIGNMENT SHEET #3

3. Billy has been working very hard and has just started computing quota cards at break. It turns out the wages are now up to $4.20 per hour. Figuring eight hours a day, five days a week, and four full weeks, Billy is planning on a pay check of $672 this coming month. Billy is planning to take this check and buy some dining room furniture (selling at $660.00), paying for it all with this one month's pay check.

a. Has Billy figured take-home pay correctly? ______________________

b. Can the furniture be purchased with this one month's earnings? Why or why not?

____

____

____

FREE ENTERPRISE SYSTEM
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

(NOTE: This assignment sheet should be evaluated to the teacher's satisfaction. These are only suggested answers.)

Capital	Management	Labor	Natural resources	Liabilities and risks
Barns	Farm management	Farm workers	Electricity	Property tax, floods
Sheep	Farm management	Sheep shearers	Land, water	Sickness, feeds
Knitting and weaving machines	Mill management	Mill workers	Natural fibers and chemicals	Loans, salaries, health
Sewing machines	Factory management	Sewing machine operators	Electricity	Loans, repairs
Factories	Factory management	Cutters, pressers, bundle aids	Silk, cotton, wool	Taxes, loans, salaries

1. Consumer
2. Needle trades industry
3. Needle trades industry
4. If resources are wasted or work is poorly done, wages and job benefits cannot be funded
5. If the cost is too high, the consumer will not buy and, therefore, wages could not be funded unless the price went down causing wages to go down
6. Work quickly and accurately

Assignment Sheet #3

1. a. $377.06
   b. $377.06
   c. $127.94
   d. $6060.00
   e. $4524.72
   f. $1535.28
2. Evaluated to the satisfaction of the teacher
3. a. No
   b. No; Billy did not consider the deductions

FREE ENTERPRISE SYSTEM
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

______a. Amount of a good or service that will be offered for sale at a given price and time

______b. Amount of a good or service wanted at a given price and time

______c. System where the factors of production (labor, management, property, and savings) flow from the public to the producers and where money payments (wages, salaries, interest, rent, and dividends) flow from the producers back to the public

______d. System where goods and services are sold by producers to consumers who in turn pay money to the producers for these goods and services

______e. Property owned by or due a business

______f. Economic and political system where the government controls most means of production

______g. Accumulated goods designed to bring in income

______h. Services performed by people with skills for wages

______i. Person who organizes and manages a business, assuming the risk for the sake of profit

______j. Ability to produce more goods and services with fewer resources

______k. System where most production is done by privately owned corporations, partnerships, and private citizens in a free market

1. Free enterprise
2. Demand
3. Supply
4. Product market
5. Factor market
6. Socialism
7. Assets
8. Labor
9. Capital
10. Technology
11. Entrepreneur

______ l. Study of how persons can best consume, produce, and distribute goods and services to try to satisfy their never-ending and ever-increasing wants

______ m. Condition where demand is not affected much by a change in price

______ n. How much the demand for a good or service will increase if the price is lowered or how much the demand will decrease if the price is raised

______ o. Set amount of money taken out of your pay check for federal, state, and/or city tax, retirement, insurance, and other benefits

______ p. Amount of wages remaining after deductions are made

______ q. Economic and political system characterized by elected representatives, limited government control, and freedoms such as freedom of speech, the right to own property, the right to choose a job, and freedom of religion

______ r. Economic and political system where the government leaders try to achieve equality by controlling all property and production and by deciding how and to whom goods and services are distributed

______ s. Materials supplied by nature

______ t. All claims against a corporation or entity

______ u. Skill to direct and control other resources

______ v. Amount of wages earned before any deductions are made

12. Elasticity
13. Liabilities
14. Natural resources
15. Economics
16. Communism
17. Management
18. Capitalism
19. Deductions
20. Inelasticity
21. Gross
22. Net (take-home pay)

2. List resources necessary for production of goods and services.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Match the economic goals of the American people on the right to the statements describing the goals.

_____ a. Protecting against financial risks people run into in their daily lives

_____ b. Getting the most of time, energy, money, and abilities

_____ c. Applying economic policies to the ideas about what is right and wrong

_____ d. Obtaining better education, highways, hospitals, postal service, fire and police protection, and recreational facilities for all Americans

_____ e. Avoiding recessions, depressions, and inflation

_____ f. Going into business to produce whatever goods and services a person thinks he/she can sell at a profit

1. Economic efficiency
2. Economic growth
3. Economic security
4. Economic freedom
5. Economic justice
6. Economic stability

4. List the roles of the government in the economy.

a. ____

b. ____

c. ____

5. Discuss in a short paragraph the roles of individuals and businesses in the economy.

____

____

____

____

____

____

____

6. Describe the function of supply and demand schedules.

____

____

____

____

7. List the factors that determine the degree of elasticity of demand.

a. ____

b. ____

c. ____

8. Select from the list below ways prices influence the economy by placing an "X" in the correct blanks.

______a. Prices determine what will be produced by showing what is profitable and not profitable to sell

______b. Prices determine how scarce resources will be used

______c. Prices determine who can afford certain goods and services

______d. Individual decisions are influenced by prices

______e. People collectively determine prices by what they are willing to buy

______f. Producers try to learn how consumers will "vote" or purchase goods and services by studying past sales records and by conducting marketing studies

9. List four benefits of competition and profit.

a. ____

b. ____

c. ____

d. ____

10. Discuss the characteristics of our modified free enterprise system.

11. Describe ways the government has become involved in the marketplace.

12. List three reasons that the government's role has increased.

a. __________

b. __________

c. __________

13. Discuss problems with government involvement in the economy.

____

____

____

____

____

____

____

____

____

____

14. Select from the list below reasons for striving to reach economic goals by placing an "X" in the correct blanks.

______a. Raise the standard of living for the upper classes

______b. Have full employment

______c. Compete in the international market with countries such as Japan and Germany

______d. Meet the challenge of Communism to replace the United States as the world's leading power

______e. Provide assistance and guidance to developing countries

______f. Raise standard of living for lower classes of employees

15. Write a moral for fable on industrial profits.

16. Analyze resources necessary for production of needle trades products.

17. Analyze pay check.

(NOTE: If activities 15-17 have not been accomplished prior to the test, ask your teacher when they should be completed.)

FREE ENTERPRISE SYSTEM
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 5
   d. 4
   e. 7
   f. 6
   g. 9
   h. 8
   i. 11
   j. 10
   k. 1
   l. 15
   m. 20
   n. 12
   o. 19
   p. 22
   q. 18
   r. 16
   s. 14
   t. 13
   u. 17
   v. 21

2. a. Capital
   b. Management
   c. Labor
   d. Natural resources

3. a. 3
   b. 1
   c. 5
   d. 2
   e. 6
   f. 4

4. a. Producer and consumer
   b. Regulator and protector
   c. Promoter of economic goals of American people

5. Discussion should include:
   a. Individuals and businesses save money
   b. Savings are then invested in machines, tools, factories, stores, and offices
   c. Labor works to produce goods and services for itself and others
   d. Businesses provide wages, salaries, and stock dividends with which individuals can save and/or purchase goods and services

6. To determine price and quantity of good or service

7. a. Whether a good or service is a necessity or luxury

   b. Availability and price of substitute products

   c. Amount of money people are willing and able to spend

8. a, b, c, d, e, f

9. Any four of the following:

   a. Stimulates the development of new or improved goods and services

   b. Causes scarce resources to be used as efficiently as possible

   c. Reduces prices

   d. Motivates people to open new businesses

   e. Creates new jobs

   f. Encourages more effective selling and promotion techniques

10. Discussion should include:

    a. Permits local, state, and federal governments to play a role in how resources will be used

    b. Allows some monopolies to exist

    c. Has profit motive as main incentive

    d. Maintains efficiency through competition in the marketplace

    e. Determines kinds and levels of production mainly by consumer purchases

    f. Provides rights to own property, to enter or leave a job, and to make contracts

11. Description should include:

    a. Floor (minimum) and ceiling (maximum) boundaries set on wages and prices

    b. Regulations on public utilities

    c. Tariffs on imports to encourage the sale of American goods

12. Any three of the following:

    a. Larger populations and movement to large cities require more goods and services

    b. Need for national defense has increased

    c. Desire for justice

    d. Desire for economic security

13. Discussion should include:

    a. Government is not as efficient as private business

        1) Government agencies do not have to use resources wisely in order to make a profit or to compete

        2) Civil service safeguards lessen the influence of politics on government employees but may make it difficult to fire the few people who may not do a job well

    b. People often lose certain freedoms of choice

14. b, c, d, e

15. Evaluated to the satisfaction of teacher

16. Evaluated to the satisfaction of teacher

17. Evaluated to the satisfaction of teacher

[redacted]

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to demonstrate the fundamentals of maintaining operation of an industrial sewing machine. The student should also be able to select safety precautions used in the needle trades industry. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with sewing machine maintenance and safety to the correct definitions.
2. Identify parts of the basic industrial sewing machine.
3. Identify parts of the lockstitch machine.
4. Identify parts of the chainstitch machine.
5. Identify parts of the sewing machine needle.
6. Match the industrial sewing machine parts to their functions/descriptions.
7. Distinguish between the characteristics of a lock stitch, chain stitch, and serge stitch.
8. Select from a list causes of incorrect thread tension.
9. Match lockstitch thread tension conditions to the correct tension problems.
10. Match chainstitch thread tension conditions to the correct tension problems.
11. Match sergestitch thread tension conditions to the correct tension problems.
12. Select from a list reasons to change machine needle.
13. Select from a list safety precautions used in the needle trades industry.
14. Demonstrate the ability to:
    a. Thread upper thread of lockstitch machine.
    b. Thread chainstitch machine.

c. Thread sergestitch machine.

d. Thread machine using tie-on technique.

e. Remove, refill, and insert bobbin.

f. Adjust thread tension.

g. Clean machine.

h. Oil machine.

i. Change machine needle.

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Stress the fact that this curriculum contains some generally accepted practices but that actual practices vary from industry to industry.

   E. Discuss information and assignment sheets.

   F. Present slides on needles available to buy or on loan from Union Special Corporation, Technical Training Center, 12005 4th Street, Huntley, Ill 60142.

   G. Prepare samples of correct and incorrect lock, chain, and serge stitch tension to reinforce objectives nine, ten, and eleven.

   H. Contact local fire department for presentation and film on fire extinguishers to reinforce objective thirteen.

   I. Tour needle trades industry and request demonstration on care, function, and safety of industrial machines.

   J. Collect information concerning variety in machine maintenance and parts.

   K. Give test.

   (NOTE: Test may be given in parts.)

   L. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Job sheets

      1. Job Sheet #1--Thread Upper Thread of Lockstitch Machine

      2. Job Sheet #2--Thread Chainstitch Machine

      3. Job Sheet #3--Thread Sergestitch Machine

4. Job Sheet #4--Thread Machine Using Tie-on Technique
5. Job Sheet #5--Remove, Refill, and Insert Bobbin
6. Job Sheet #6--Adjust Thread Tension
7. Job Sheet #7--Clean Machine
8. Job Sheet #8--Oil Machine
9. Job Sheet #9--Change Machine Needle

D. Test

E. Answers to test

III. Unit references:

A. Ragland, Roger B. *Kellwood Company: Industrial Sewing Book*. Stillwater: Oklahoma State Department of Vocational and Technical Education.

B. Ragland, Roger B. *Power Sewing Machine Training Manual*. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1973.

C. *Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide*. Mississippi State: Education Committee of the American Apparel Manufacturers Association and the Research and Curriculum Unit for Vocational and Technical Education at Mississippi State University.

D. *A Catalogue of Performance Objectives, Criterion-Referenced Measures and Performance Guides: Industrial Sewing*. Mississippi State: Division of Vocational and Technical Education, State Department of Education, and the Research and Curriculum Unit for Vocational-Technical Education, College of Education, 1977.

E. *Union Special 63400 Lockstitch Stitch Type 301*. Chicago: Union Special Corporation, 1975.

F. *Union Special Stitch Type 401*. Huntley, Illinois: Union Special Corporation, 1976.

G. *Union Special Stitch Formation Type 504*. Chicago: Union Special Corporation, 1968.

H. Hillinger, Yvonne M. *Power Sewing*. West Trenton, New Jersey: State of New Jersey, Department of Education, Vocational Division, 1971.

I. *Sewing Manuals IPD 492-72, IPD 494-72, IPD 495-72, and IPD 496-72*. Singer Company, Route 2, US Highway 41 North, Murfreesboro, Tennessee 37130.

IV. Additional references:

A. *Western Apparel Magazine.* Available from 6226 Vineland Avenue, North Hollywood, CA 91606.

B. *Eastern Apparel Magazine.* Available from 501 Fifth Avenue, Suite 310, New York, NY 10017.

C. *Southern Apparel Magazine.* Available from 2060 Peachtree Industrial Court, Suite 312-B, Chamblee, Georgia 30341.

D. *Needle's Eye Magazine.* Available from Union Special Corporation, 404 North Franklin, Chicago, Illinois 60610.

E. *Guide for Teaching Industrial Sewing Machine Operation.* Wichita Area Vocational-Technical School.

F. *Curriculum Guide for Industrial Sewing.* Atlanta, Georgia: Division of Vocational Education, 1968.

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Thread cone--Several thousand yards of thread on a spool formed into a cylinder

   B. Siphon--Bent tube used for carrying oil by force of atmospheric pressure

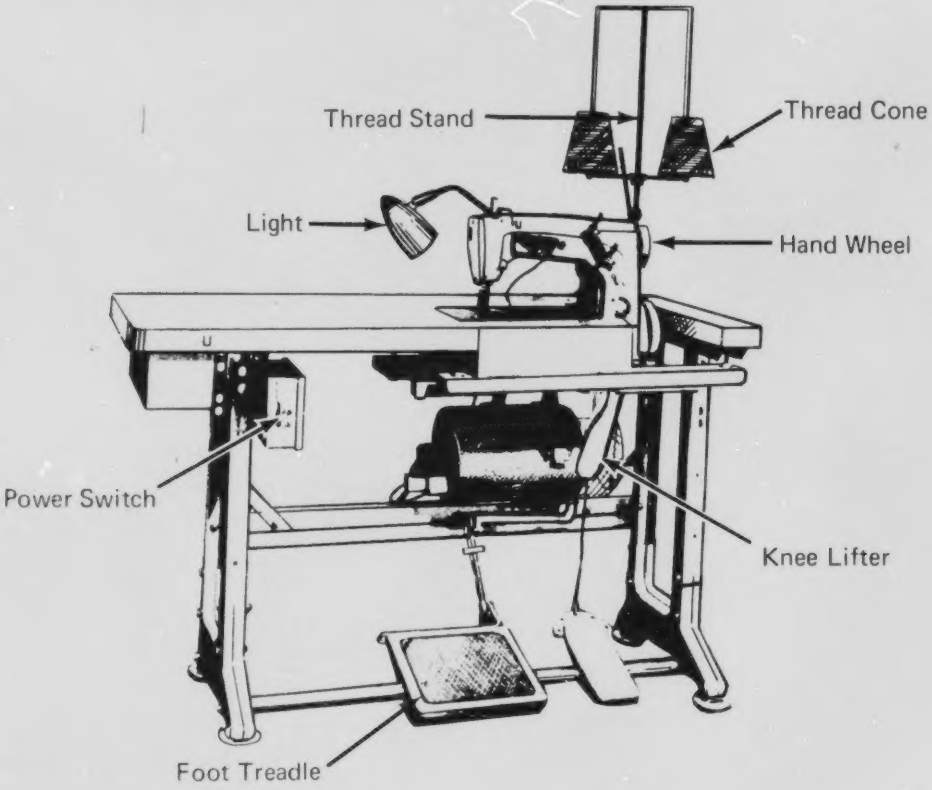
   C. Lubricate--To oil machine to reduce wear on parts

   D. Reservoir--Place where oil is collected and stored

   E. Manual--Controlling machine by human energy rather than by machine

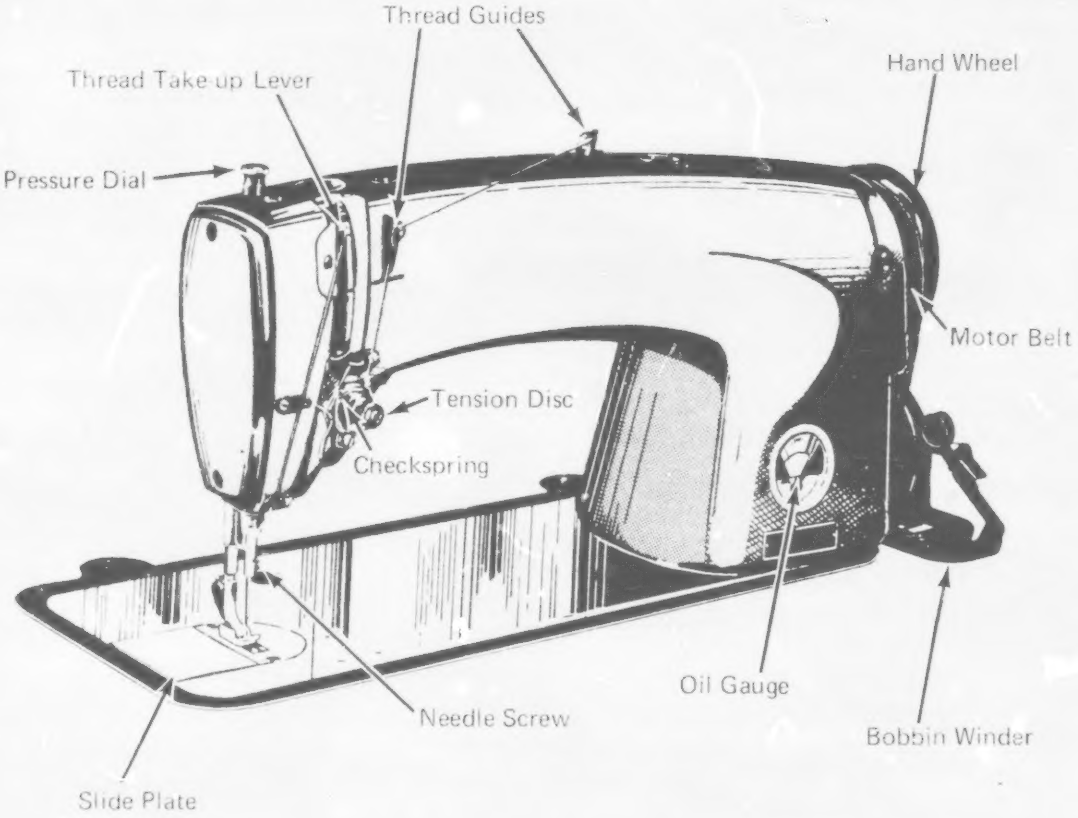
   F. Maintenance--Continuous process of actions taken to insure optimum performance

II. Parts of basic industrial sewing machine


Thread Stand
Thread Cone
Light
Hand Wheel
Power Switch
Knee Lifter
Foot Treadle

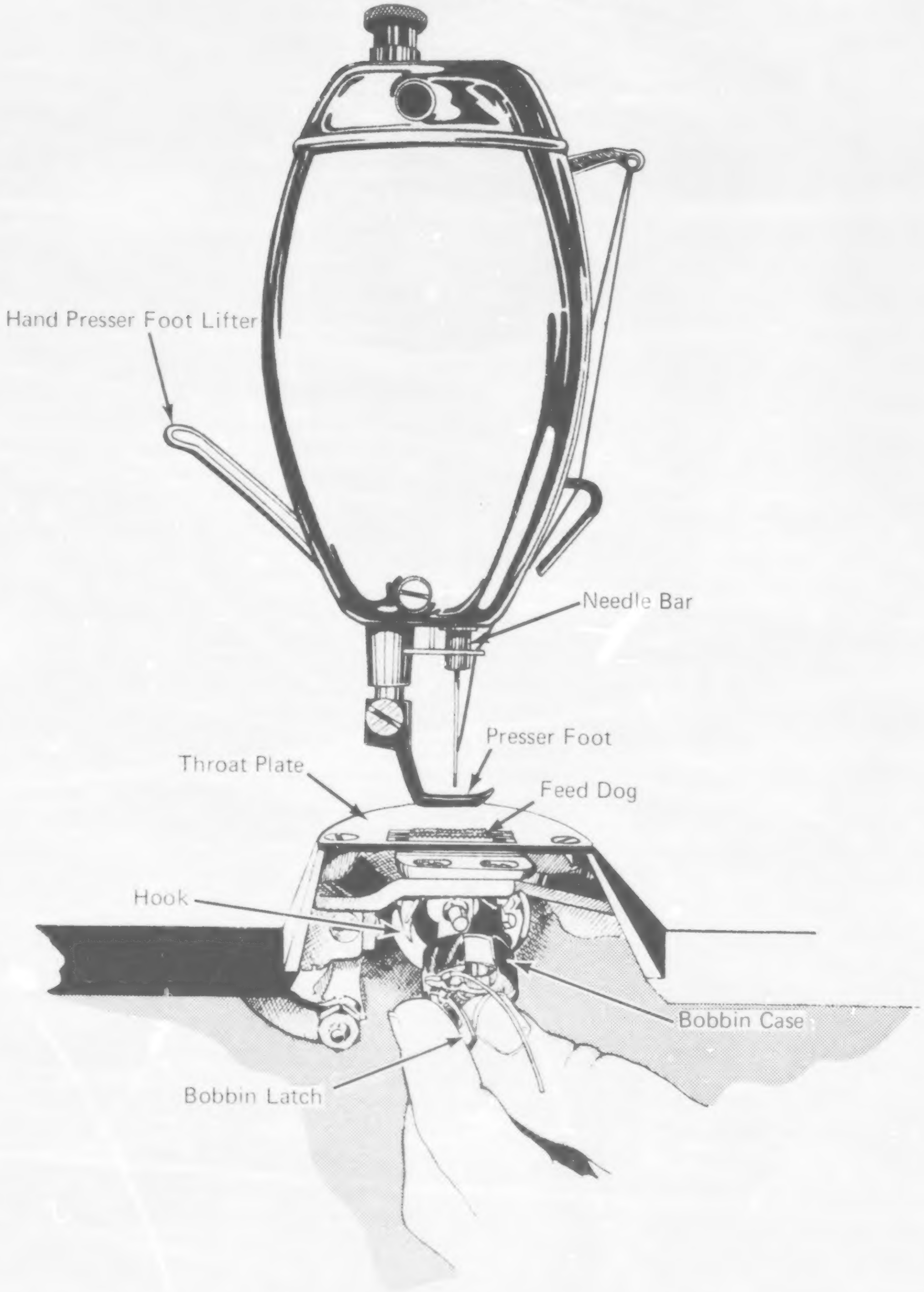
INFORMATION SHEET

III. Parts of the lockstitch machine


Thread Guides
Hand Wheel
Thread Take-up Lever
Pressure Dial
Motor Belt
Tension Disc
Checkspring
Oil Gauge
Needle Screw
Bobbin Winder
Slide Plate

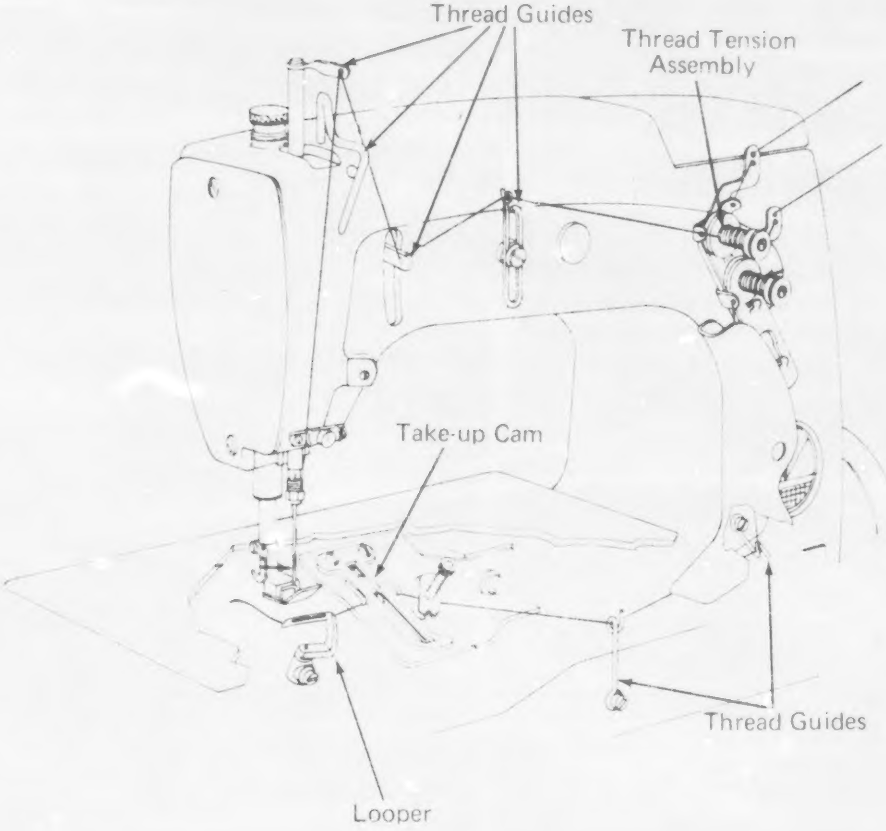
INFORMATION SHEET

Lockstitch Machine Front View

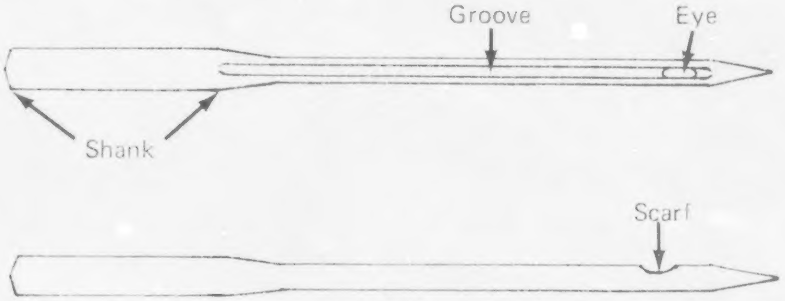

Hand Presser Foot Lifter
Needle Bar
Presser Foot
Throat Plate
Feed Dog
Hook
Bobbin Case
Bobbin Latch

INFORMATION SHEET

IV. Parts of the chainstitch machine


Thread Guides
Thread Tension Assembly
Take-up Cam
Thread Guides
Looper

V. Parts of the sewing machine needle


Groove
Eye
Shank
Scarf

INFORMATION SHEET

VI. Industrial sewing machine parts and their functions/descriptions

A. Power switch--When turned on, supplies machine with electricity

B. Foot treadle--Allows foot to control speed and to stop machine

(NOTE: In the case of an accident, clutch control releases hand wheel so that it is easily turned.)

C. Knee lifter--Allows sewer to control weight and height of presser foot with the knee

D. Hand presser foot lifter--Lifts presser foot by hand instead of knee

(NOTE: This practice is discouraged because it wastes time and energy.)

E. Hand wheel--Controls the motion of the machine manually and/or electrically

F. Motor belt--Connects hand wheel to motor, allowing machine to operate

G. Bobbin winder--Fills other bobbin while machine is operating

H. Oil gauge--Indicates amount of oil in machine

I. Thread stand--Holds thread cones

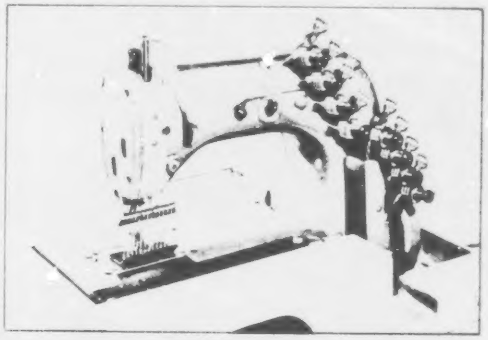
J. Tension spring/thread tension assembly/take-up spring--Regulate pressure on thread

K. Thread guides--Direct thread from thread cone to needle

L. Checkspring--Acts as shock absorber and provides small amount of tension on needle thread

M. Take-up lever--Loosens top thread as stitch is formed; removes slack as stitch is completed

N. Needle bar--Holds from 1 to 36 needles



INFORMATION SHEET

O. Needle screw--Holds needle in needle bar when sewing; releases needle from needle bar when unscrewed for needle change

P. Presser foot--Holds fabric in place as machine sews

Q. Pressure dial--Determines amount of pressure placed on the fabric from the presser foot

(NOTE: Some pressure is usually released for thicker fabrics; too much pressure may cause puckering.)

R. Throat plate--Smooth surface surrounding feed dog; protects machine from excessive lint buildup

S. Slide plate--Protects bobbin area from excessive lint buildup; slides to one side revealing hook and bobbin case area

T. Feed dog--Moves fabric when presser foot is down and foot treadle is activated

U. Hook--Hooks the top thread, carries it around the bobbin, and forms the "lock" on the lockstitch

V. Bobbin latch--Releases the bobbin from the hook

W. Bobbin case--Holds bobbin and regulates bobbin tension

X. Looper--Forms stitch in chainstitch machine; counterpart to hook and bobbin in the lockstitch machine

Y. Take-up cam--Pulls thread up to looper

Z. Needle shank--Portion of needle that is held by the needle bar and needle screw

AA. Needle groove--Long, narrow indentation on needle that prevents excessive wear on thread

BB. Needle eye--Last thread guide; carries thread to looper or hook

CC. Needle scarf--Notch that allows hook or looper to be set closer to insure against skipped stitches

VII. Characteristics of lock stitch, chain stitch, and serge stitch

A. Lock stitch

1. Has bobbin thread

2. Is nonraveling

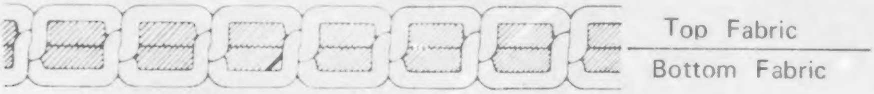
3. Is less elastic

(NOTE: Elasticity also depends upon type of thread used.)

INFORMATION SHEET

4. Is a two-threaded stitch

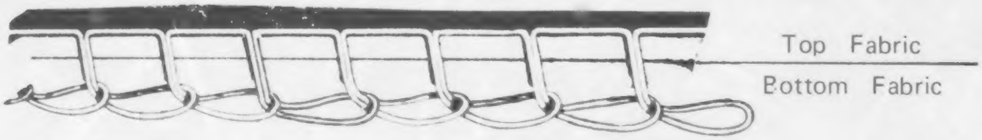
Example: 5. Has same appearance on right and wrong side of fabric


Top Fabric
Bottom Fabric

B. Chain stitch

1. Has lower looper needle
2. Is easy to ravel
3. Is elastic
4. Has one or more threads in a stitch

Example: 5. Does not have same appearance on both sides


Top Fabric
Bottom Fabric

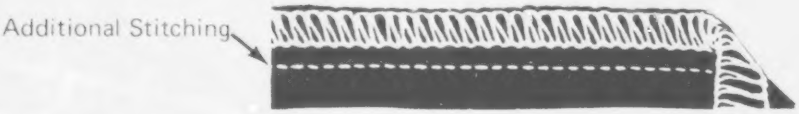
C. Serge stitch

1. Has edge cutter knife
2. Has two or more threads

   (NOTE: Occasionally you may find a serger with one thread, but this is uncommon.)

3. Has upper and lower looper
4. Is elastic
5. Finishes seam edges

Example: 6. May or may not need additional row of stitching


Additional Stitching

VIII. Causes of incorrect thread tension

A. Any change of fabric

B. Any change of thread

INFORMATION SHEET

   C. Lint interference in thread guides

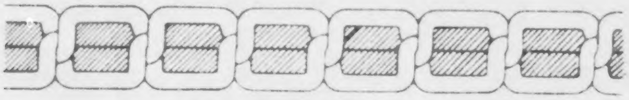
   D. Top tension too loose or too tight

   E. Bottom tension too loose or too tight

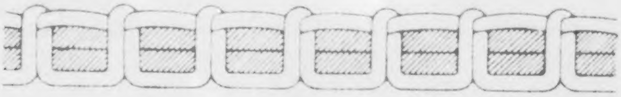
   F. Inexperienced person adjusting tension

IX. Lockstitch thread tension conditions and tension problems

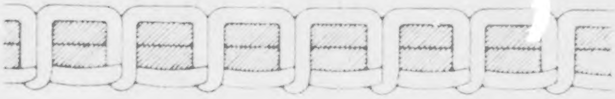
   A. Correct tension, no adjustment needed



   B. Upper tension too tight or bottom tension too loose



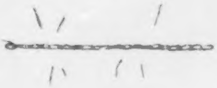
   C. Upper tension too loose or bottom tension too tight

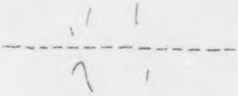


X. Chainstitch thread tension conditions and tension problems

   A. Correct tension, no adjustment needed

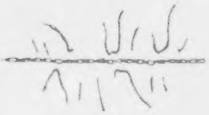
   (NOTE: Because the chain stitch gives and stretches, the correct chainstit tension may seem slightly tight in relation to correct lockstitch tension.)

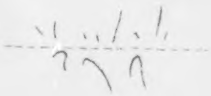




   B. Tension too tight

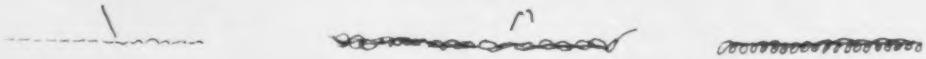
   (NOTE: Tight tension may cause thread to break and machine to become unthreaded.)





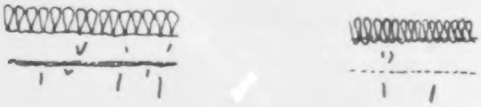
INFORMATION SHEET

C. Tension too loose

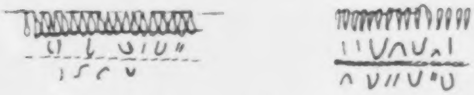


XI. Sergestitch thread tension conditions and tension problems

A. Correct tension, no adjustment needed

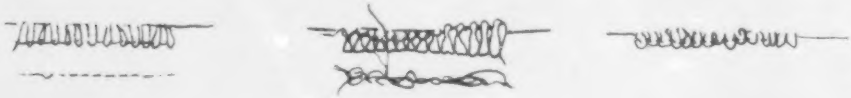


B. Tension too tight



C. Tension too loose

(NOTE: The overedge chain slips off edge of serge in second sample.)



XII. Reasons to change machine needle

A. Skipped stitches in seam

(NOTE: There may be additional causes for this.)

B. Continual thread breakage while sewing

C. Change in fabric weight

D. Change in thread weight

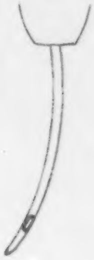
E. Change in fabric construction

INFORMATION SHEET

F. Bent needle

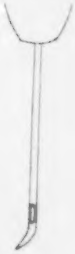
(NOTE: A slightly bent needle may be detected by rolling it on a flat surface.)

Example:



G. Burred needle

Example:



H. Broken needle

XIII. Safety precautions used in the needle trades industry

A. Do know

1. All fire exits
2. Where fire aids are kept
3. Electrical equipment with which you work
4. Basic first aid
5. Fire extinguishers and their uses

   (NOTE: Know which type of extinguisher to use on specific types of fires.)
6. Basic good housekeeping
7. Where to cut off main power source

B. Don't

1. Keep things near belt

   (NOTE: Belts may throw items, such as nippers.)
2. Smoke except where it is allowed

INFORMATION SHEET

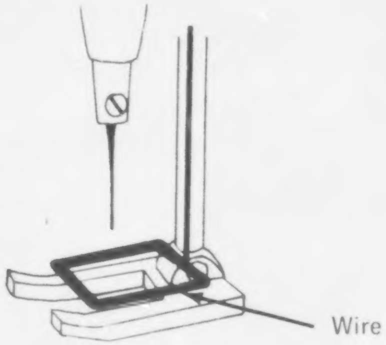
3. Run in building
4. Clutter aisles
5. Leave machine running unattended
6. Move equipment
7. Change electrical plugs
8. Use fingers on hand wheel

   (NOTE: Use palms of hands.)
9. Horseplay
10. Blow through air hoses
11. Wear loose clothing or jewelry
12. Wear long hair loose; tie hair back
13. Climb

C. Safety device--Request wire finger guard if you feel it is needed

(NOTE: The garment industry factories are basically hazard-free; very few safety devices are needed. The wire finger guard can be acquired upon request to prevent sewing over the finger, the most common accident.)

Example:



SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #1--THREAD UPPER THREAD OF LOCKSTITCH MACHINE

I. Materials and equipment

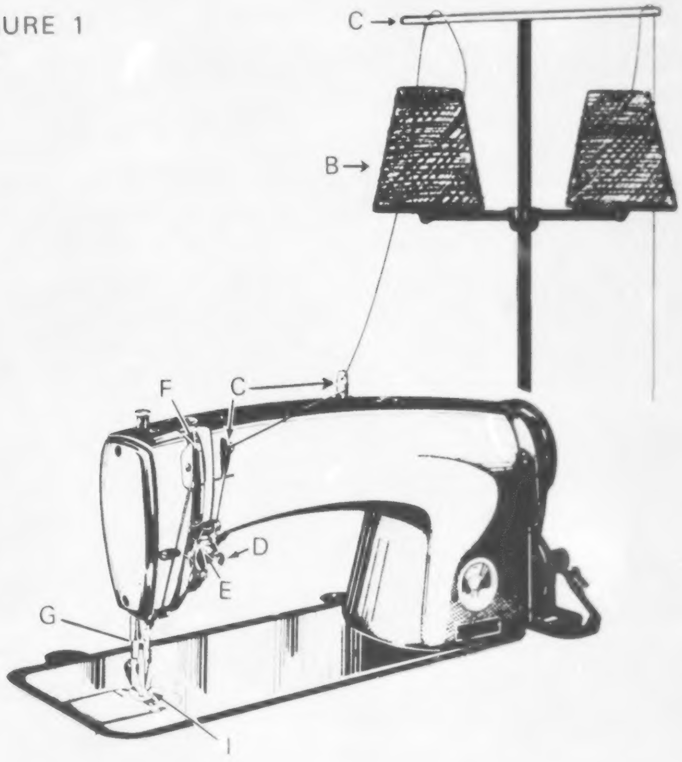
- A. Lockstitch sewing machine
- B. Thread
- C. Nippers
- D. Company instruction manual

II. Procedure

- A. Find directions on threading machine in company manual

(NOTE: The following steps are general and vary from machine to machine. They may be disregarded if company manual is complete. The steps on the next page follow the corresponding letters in Figure 1.)

FIGURE 1



JOB SHEET #1

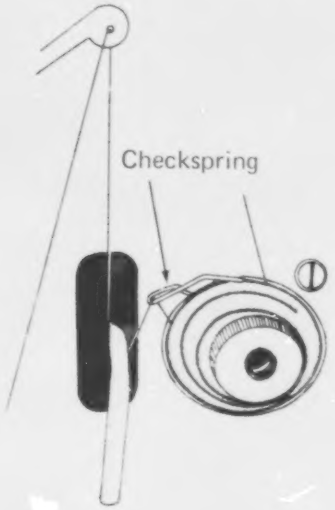
B. Set thread on thread stand

C. Guide thread through upper thread guides

D. Place thread between tension discs (Figure 2)

(NOTE: Raising knee lift will release tension discs, making threading easier and more accurate.)

FIGURE 2



E. Pull thread up over checkspring and under vertical bar

F. Thread through take-up lever

G. Thread through additional thread guides

H. Clip ends of thread if needed

I. Insert thread through eye of needle

J. Sew to test if stitch formation is correct

(NOTE: If an operator has trouble with stitch formation, the first recommendation is to rethread the machine, even if one is sure it was done correctly the first time.)

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #2--THREAD CHAINSTITCH MACHINE

I. Materials and equipment

   A. Chainstitch sewing machine

   B. Thread

   C. Nippers

   D. Tweezers

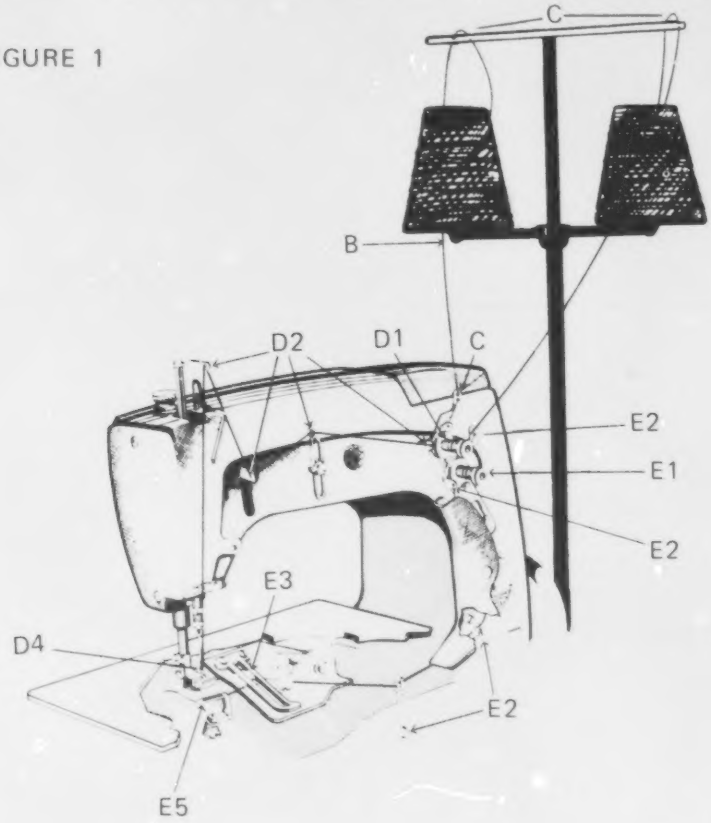
   E. Company instruction manual

II. Procedure

   A. Find directions on threading machine in company manual

      (NOTE: The following steps are basic and vary from machine to machine. They may be disregarded if company manual is complete. The steps on the next page follow the corresponding letters in Figure 1.)

FIGURE 1



JOB SHEET #2

B. Set thread on thread stand

C. Guide thread through upper thread guides

D. Thread top thread through machine

  1. Place thread between discs of uppermost thread tension assembly
  2. Place thread through thread guides
  3. Clip ends of thread if needed
  4. Thread through needle

E. Thread bottom thread through machine

  1. Place thread through lower thread tension assembly
  2. Follow lower thread guides
  3. Place thread through take-up cam
  4. Clip ends of thread if needed
  5. Thread looper

     (NOTE: If necessary, use tweezers to aid in threading looper.)

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #3--THREAD SERGESTITCH MACHINE

I. Materials and equipment

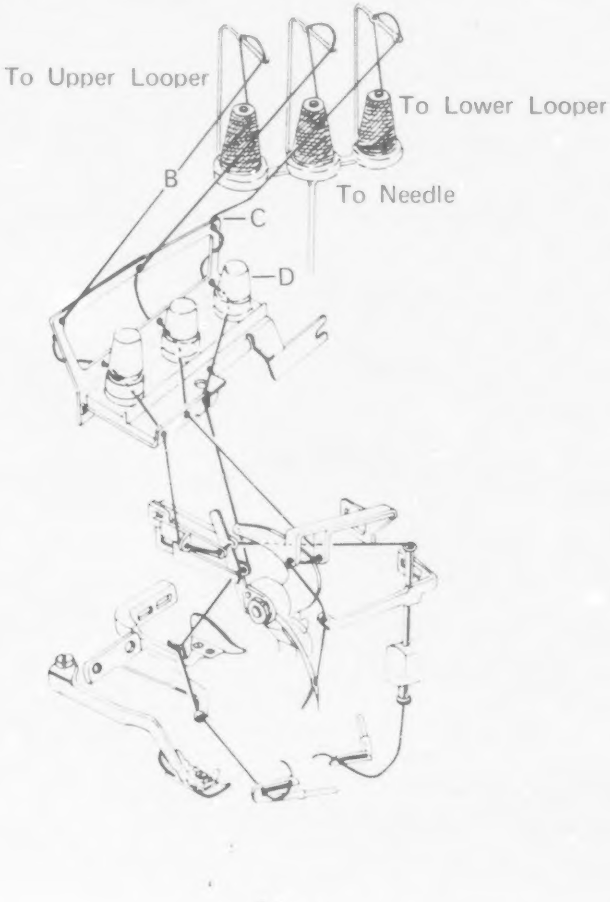
- A. Sergestitch sewing machine
- B. Thread
- C. Nippers
- D. Tweezers or wire hook
- E. Company instruction manual

II. Procedure

- A. Find directions on threading in company manual

(NOTE: The following steps are basic and vary from machine to machine. They may be disregarded if company manual is complete. The steps on the next page follow the corresponding letters in Figure 1.)

FIGURE 1



JOB SHEET #3

B. Set thread on thread stand

C. Guide thread through upper thread guides

D. Place thread between tension discs

E. Guide thread through machine as directed on Figure 1

F. Clip ends of thread if needed

G. Use tweezers or wire hook for hard-to-reach areas

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #4--THREAD MACHINE USING TIE-ON TECHNIQUE

I. Materials and equipment

A. Threaded machine

B. Cone of thread

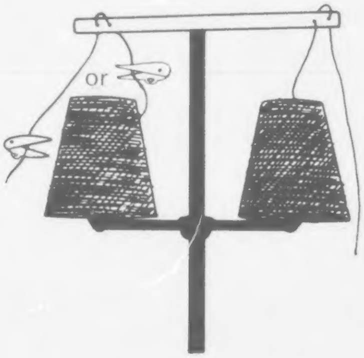
C. Nippers

II. Procedure

A. Cut thread off cone that is in machine (Figure 1)

(NOTE: The cut should be between the cone and the first or second thread guide.)

FIGURE 1



B. Remove cone from thread stand

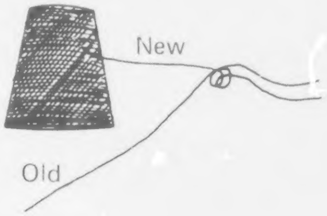
(NOTE: Do not pull old thread out of machine.)

C. Set new thread on stand

(NOTE: Thread through upper thread guides if needed.)

D. Tie new thread end to old thread end (Figure 2)

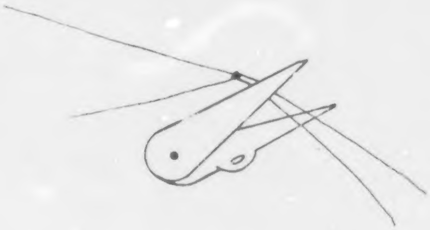
FIGURE 2



JOB SHEET #4

E. Clip thread ends if long tie is remaining on knot (Figure 3)

FIGURE 3



F. Raise presser foot to release thread tension

G. Pull old thread through machine from needle until knot passes through needle eye

(NOTE: A square knot should go through the needle eye; if not, clip off knot and thread eye.)

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #5--REMOVE, REFILL, AND INSERT BOBBIN

I. Materials and equipment

A. Lockstitch sewing machine

B. Thread

C. Bobbin, 2, one empty and one with thread

D. Bobbin case

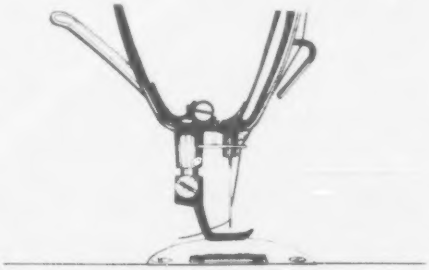
(NOTE: Bobbin cases should not be exchanged among machines. This would call for tension readjustment.)

II. Procedure

(NOTE: A sewing machine is a very delicate piece of machinery. Treating it with care will insure trouble-free sewing.)

A. Position needle in uppermost position (Figure 1)

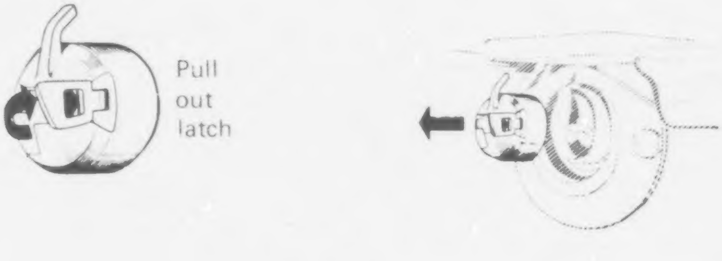
FIGURE 1



B. Pull bobbin latch out and remove bobbin case from hook (Figure 2)

(CAUTION: Do not tilt machine back to retrieve bobbin case. You could hurt your fingers, cause the machine to become out of time, and/or cause the belt to come off. Retrieve bobbin case by reaching under table.)

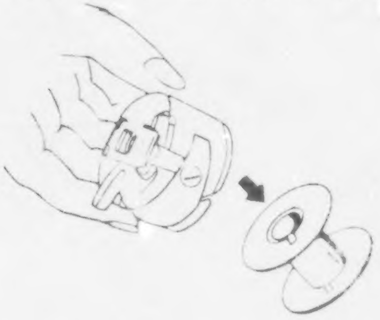
FIGURE 2



JOB SHEET #5

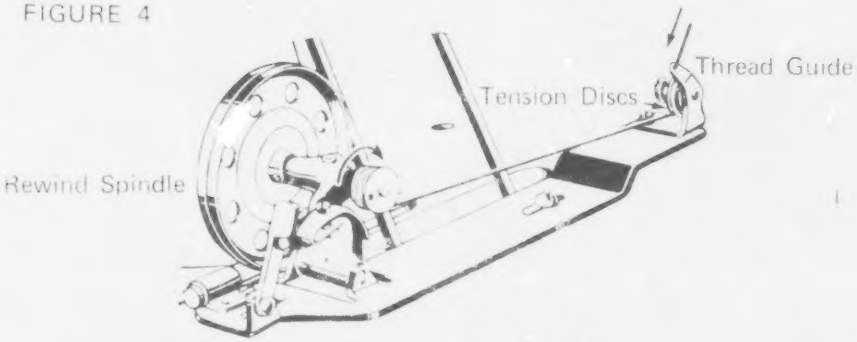
C. Release latch to drop bobbin out of bobbin case (Figure 3)

FIGURE 3



D. Place bobbin on rewind spindle (Figure 4)

FIGURE 4


Thread Guide
Tension Discs
Rewind Spindle

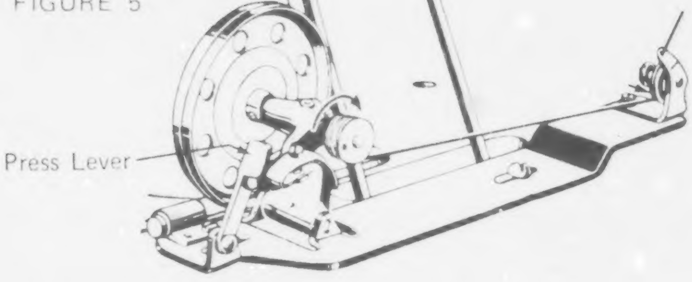
E. Pass thread through thread guide (Figure 4)

F. Place thread between tension discs and secure thread around bobbin (Figure 4)

G. Press lever used to fill bobbin (Figure 5)

(NOTE: Bobbin will now rewind while you sew. This is why you have two bobbins.)

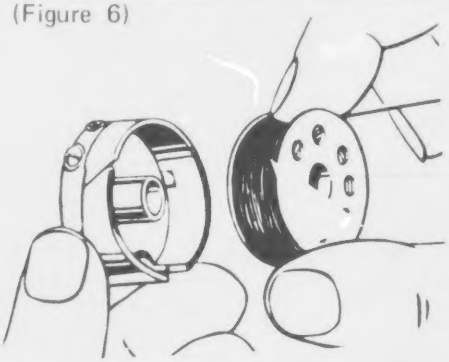
FIGURE 5


Press Lever

JOB SHEET #5

H. Drop filled bobbin into bobbin case with thread coming off bobbin in clockwise motion (Figure 6)

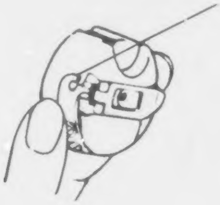
FIGURE 6



I. Pull bobbin thread through bobbin case tension guide (Figure 7)

(NOTE: The method used depends upon model and namebrand of machine.)

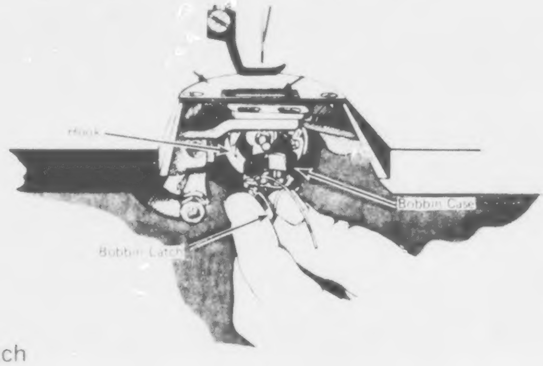
FIGURE 7



J. Pull bobbin latch out and insert bobbin case half way into machine with latch horizontal (Figure 8)

(NOTE: Having the bobbin latch pulled out will keep bobbin locked into bobbin case and keep it from falling out.)

FIGURE 8



K. Release latch

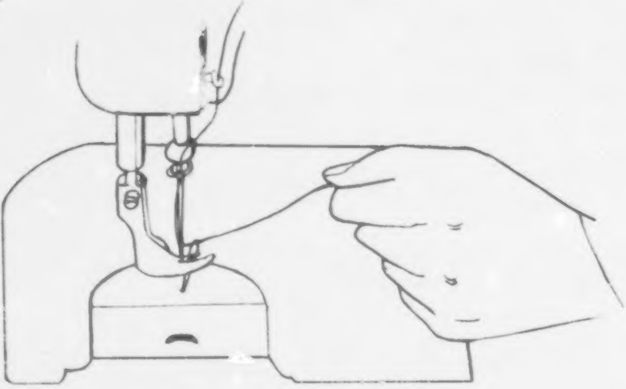
L. Push bobbin case into hook until you hear it click

JOB SHEET #5

M. Hold top thread and turn hand wheel slowly to pull up bobbin thread (Figure 9)

(NOTE: This will also check the security of the bobbin case.)

FIGURE 9



SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #6--ADJUST THREAD TENSION

I. Materials and equipment

  A. Threaded lockstitch machine

  B. Threaded chainstitch machine

  C. Threaded sergestitch machine

  D. Fabric scraps

  (NOTE: Your teacher will maladjust the thread tension at various times so that you can acquire practice. This will be continued until your teacher feels that you are proficient with each machine.)

II. Procedure for lockstitch machine

  A. Sew across scrap of fabric

  (NOTE: Mark "up" side of fabric with an *X* or use two different colors of fabric. This is for your own practice and is not an industrial procedure.)

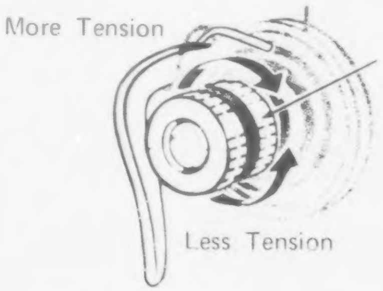
  B. Determine tension problem

  (NOTE: Refer to information sheet for tension condition problems.)

  C. Adjust top tension 6 mm (1/4") in the direction that would seem to correct the problem (Figure 1)

  (NOTE: Bobbin tension is to be adjusted only by teacher.)

FIGURE 1



  D. Sew across scrap

  E. Determine if the thread tension problem is solved by referring to standards on information sheet

  F. Readjust machine until correct thread tension is achieved

JOB SHEET #6

III. Procedure for chainstitch and sergestitch machines

(NOTE: Some industries prefer that only mechanics do this adjustment.)

A. Sew across scrap of fabric

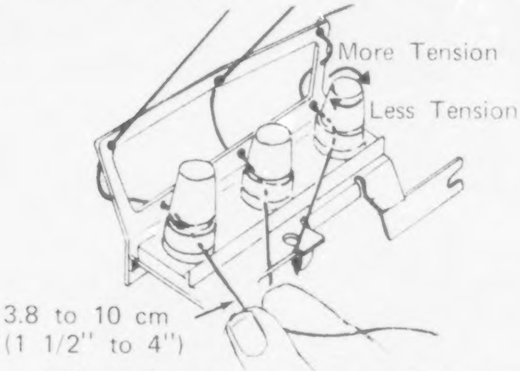
B. Determine tension problem

(NOTE: Refer to information sheet for tension condition problems.)

C. Use fingers to pull thread through each tension disc (Figure 2)

(NOTE: Thread should be pulled about 3.8-10 cm [1 1/2"-4"] beyond disc.)

FIGURE 2



D. Determine which tension disc seems too tight or too loose in relation to the others

E. Move thread tension slightly (6 mm or 1/4") in the direction that will alleviate problem

F. Sew across scrap

G. Determine if the thread tension problem is solved by referring to tension standards on information sheet

H. Readjust machine until correct thread tension is achieved

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #7--CLEAN MACHINE

(NOTE: Check with industrial supervisor before proceeding with cleaning. Some industries prefer that only mechanics clean machines.)

I. Materials and equipment

- A. Lockstitch machine
- B. Chainstitch machine
- C. Other types of machines available
- D. Small cleaning brush
- E. Dust cloth
- F. Screwdriver
- G. Air hose

  (NOTE: When available, the air hose is used instead of cleaning brush and dust cloth.)

II. Procedure for lockstitch machine

(CAUTION: Machine should be turned off.)

- A. Remove bobbin case from hook
- B. Remove throat plate screws
- C. Lift throat plate away from machine
- D. Brush across feed dog, in bobbin area, and wherever lint is seen
- E. Rotate hand wheel to expose additional places around feed dog and bobbin area
- F. Brush lint away

  (NOTE: For certain types of machines it would be efficient to oil the machine at this time.)
- G. Replace throat plate and bobbin case

JOB SHEET #7

H. Dust head and area around head of machine with dust cloth

(NOTE: This keeps garments clean.)

I. Check various areas for lint buildup

Examples: Between tension discs, in thread guides

III. Procedure for chainstitch machine

(CAUTION: Machine should be turned off.)

A. Remove throat plate screws

B. Lift throat plate away from machine

(NOTE: Not all chainstitch machines have throat plates that should be or can be removed.)

C. Brush across feed dog

D. Open plate that exposes loopers

E. Brush lint away from looper area

F. Rotate hand wheel to expose additional area around loopers

G. Brush lint away

H. Replace throat plate

I. Dust head and area around head of machine with dust cloth

J. Check various areas for lint buildup

Examples: Between tension discs, in thread guide

IV. Procedure for other types of machines

(CAUTION: Machine should be turned off.)

A. Remove all folders and/or swing away all attachments

B. Remove throat plate screws

C. Lift throat plate away from machine

(NOTE: Not all machines have throat plates that should or can be removed.)

D. Brush across feed dog

JOB SHEET #7

E. Open plate that exposes bobbins/loopers

(NOTE: Remove bobbins.)

F. Brush lint away from bobbin/looper area

G. Rotate hand wheel to expose additional areas around bobbin/looper area

H. Brush lint away

I. Dust head and area around head of machine with dust cloth

J. Check various areas for lint buildup

Examples: Between tension discs, in thread guides

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #8--OIL MACHINE

(NOTE: Some industries prefer that the mechanics oil the machines. Check with the supervisor before oiling.)

I. Materials and equipment

   A. Sewing machine oil

   B. Various sewing machines available in classroom

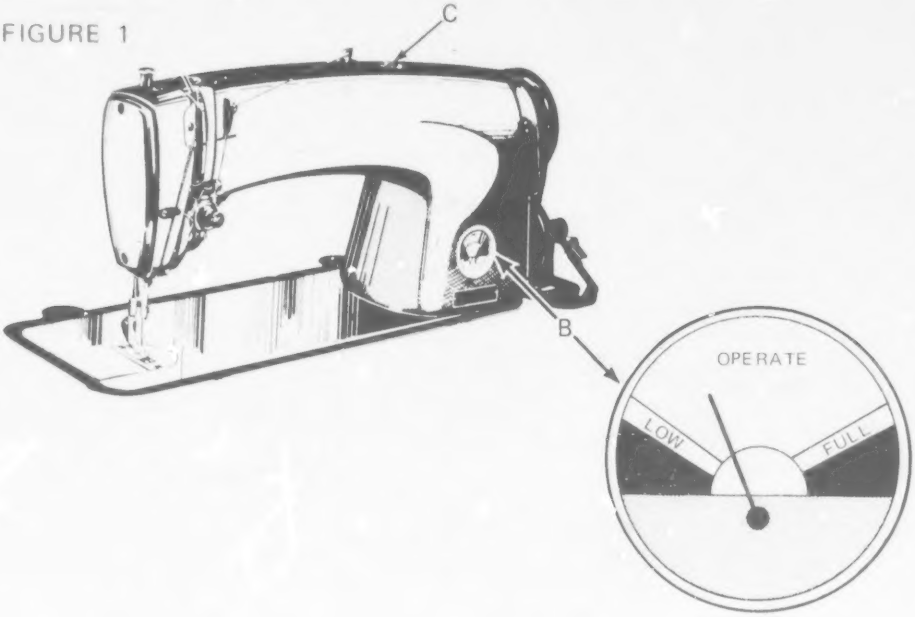
   C. Company instruction manual

II. Procedure for siphon-lubricated machine

   A. Find directions on oiling machine in company manual

   (NOTE: The next steps may be disregarded if company manual is complete. The steps below follow the corresponding letters in Figure 1.)

FIGURE 1



   B. Check level of oil on oil gauge

   C. Unscrew lid to the lubrication system

JOB SHEET #8

D. Add oil until gauge reads FULL

E. Screw lid back onto the lubrication system

III. Procedure for oil reservoir machine

A. Find directions on oiling machine in company manual

(NOTE: The next steps may be disregarded if company manual is complete. The steps below follow the corresponding letters in Figure 2.)

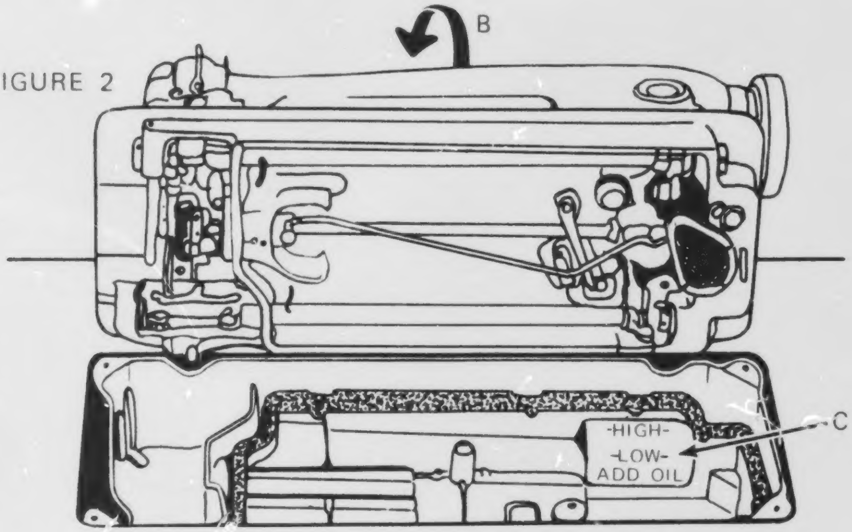
B. Tilt machine back

C. Check oil level

D. Add oil if oil is on LOW-ADD OIL line

E. Set machine back in work table

FIGURE 2



IV. Procedure for oiling specific locations

A. Find directions on oiling machine in company manual

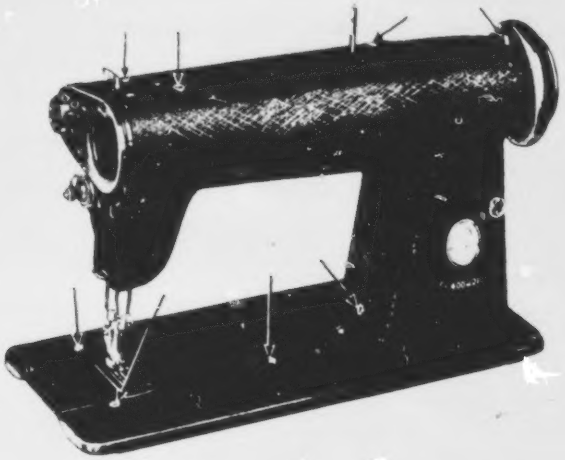
(NOTE: The next steps may be disregarded if company manual is complete.)

JOB SHEET #8

B. Oil at locations on machine (Figure 3)

Examples: Red arrows, red paint or holes

FIGURE 3



C. Use one drop of oil

D. Oil once for every eight hours of machine operation

(NOTE: Frequency of oiling machines will vary from industry to industry. Check with industrial supervisor before oiling.)

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

JOB SHEET #9--CHANGE MACHINE NEEDLE

I. Material and equipment

A. Lockstitch or chainstitch sewing machine

B. Needle

C. Screwdriver

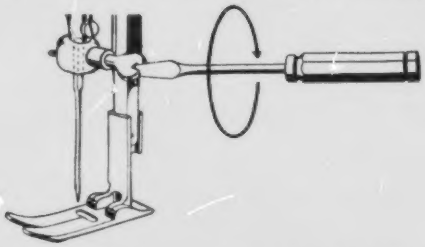
II. Procedure

A. Turn hand wheel to bring needle to highest point

B. Loosen needle screw (Figure 1)

(CAUTION: Do not unscrew completely as screw may fall out and become lost.)

FIGURE 1



C. Tug on needle with downward movement until it comes out

D. Discard old needle

(NOTE: If you have a recurring problem, save the needle for the mechanic. A needle problem may be the key to the machine trouble.)

E. Place shank of new needle into socket with the long groove of the needle facing the last thread guide (Figures 2 and 3)

(NOTE: Sewing machine needles have both a long and short groove, one on each side of the eye.)

FIGURE 2

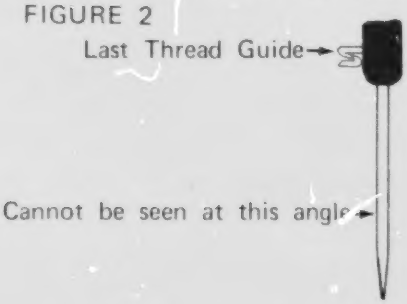
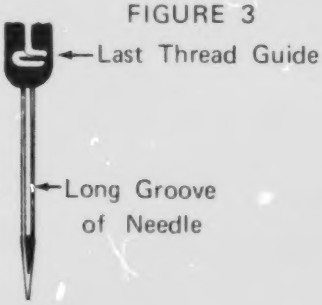


FIGURE 3



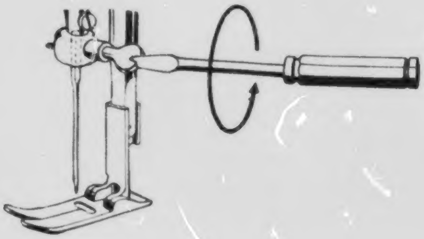
(NOTE: The last thread guide may also be on back or left side.)

JOB SHEET #9

F. Push shank of needle up as far as it will go

G. Tighten needle screw (Figure 4)

FIGURE 4



SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. To oil machine to reduce wear on parts

_____b. Several thousand yards of thread on a spool formed into a cylinder

_____c. Controlling machine by human energy rather than by machine

_____d. Continuous process of actions taken to insure optimum performance

_____e. Place where oil is collected and stored

_____f. Bent tube used for carrying oil by force of atmospheric pressure

1. Thread cone
2. Siphon
3. Lubricate
4. Reservoir
5. Manual
6. Maintenance

2. Identify the parts of the basic industrial sewing machine using the illustration below. Write the correct names in the blanks provided.

a. ____________________

b. ____________________

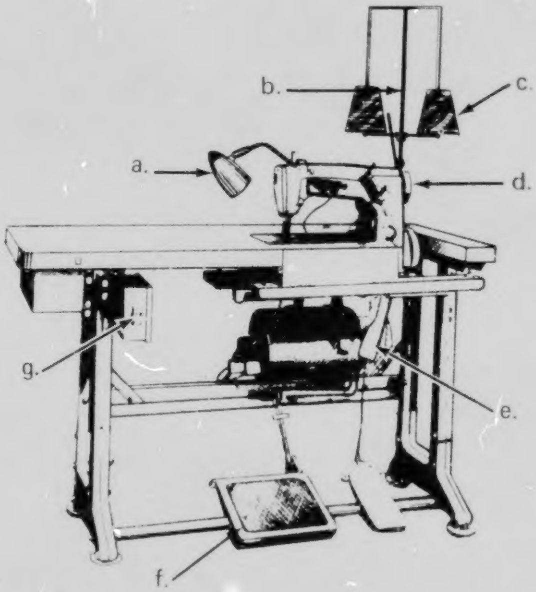
c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________



3. Identify the parts of the lockstitch machine using the illustrations below.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

k. ____________________

l. ____________________

m. ____________________

n. ____________________

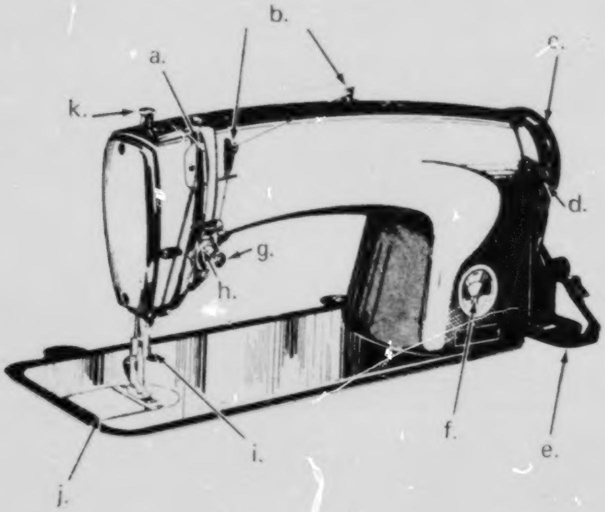
o. ____________________

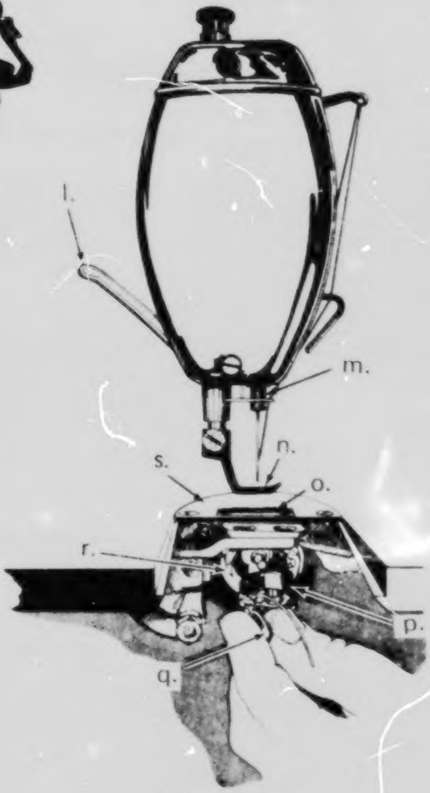
p. ____________________

q. ____________________

r. ____________________

s. ____________________

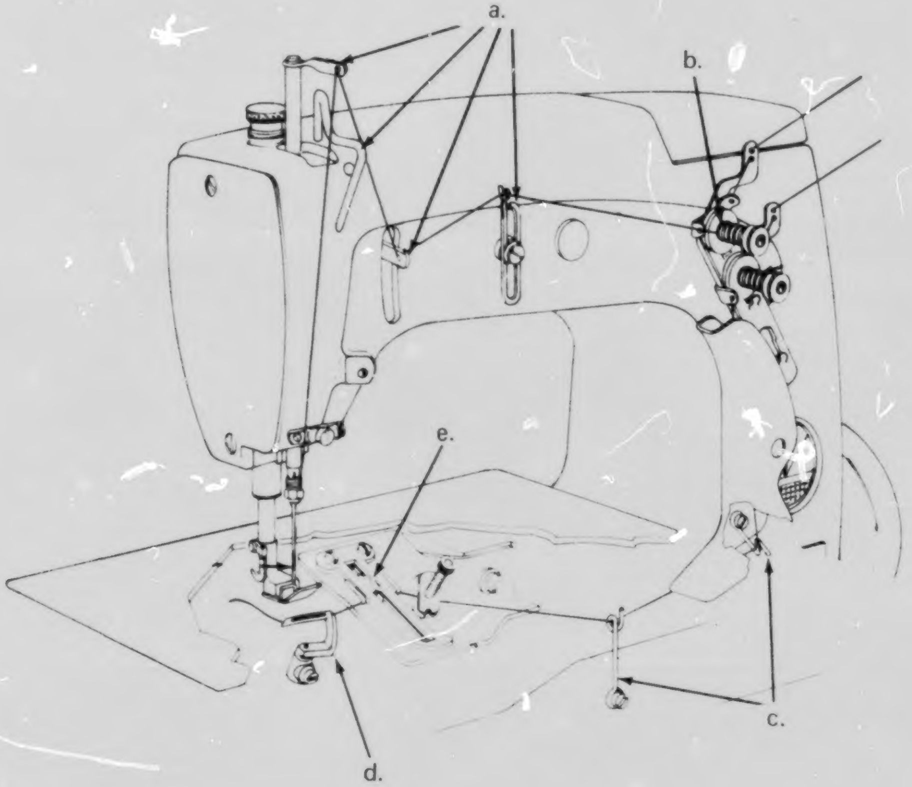

b.
a.
k.
c.
d.
g.
h.
f.
e.
i.
j.



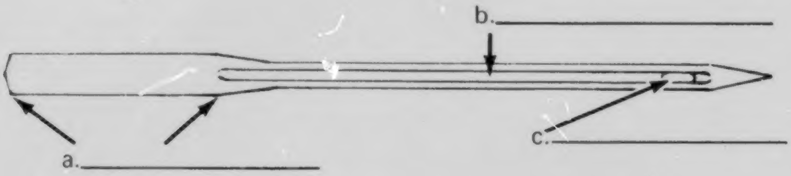
4. Identify the parts of the chainstitch machine using the illustration below.

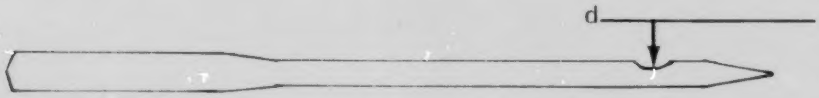
a. ____________________ c. ____________________ e. ____________________

b. ____________________ d. ____________________



5. Identify the parts of the sewing machine needle using the illustration below.





6. Match industrial sewing machine parts on the right to their functions/descriptions by placing the appropriate numbers in the blanks provided. Parts and descriptions are continued on the next page.

______a. Holds thread cones

______b. Releases the bobbin from the hook

______c. Loosens top thread as stitch is formed; removes slack as stitch is completed

______d. Pulls thread up to looper

______e. Holds from 1 to 36 needles

______f. Regulate pressure on thread

______g. Protects bobbin area from excessive lint buildup; slides to one side revealing hook and bobbin case area

______h. Forms stitch in chainstitch machine; counterpart to hook and bobbin in the lockstitch machine

______i. Lifts presser foot by hand instead of knee

______j. Holds bobbin and regulates bobbin tension

______k. Fills other bobbin while machine is operating

______l. Indicates amount of oil in machine

______m. Allows foot to control speed and to stop machine

______n. Holds needle in needle bar when sewing; releases needle from needle bar when unscrewed for needle change

______o. Hooks the top thread, carries it around the bobbin, and forms the "lock" on the lockstitch

______p. Holds fabric in place as machine sews

______q. Last thread guide; carries thread to looper or hook

1. Foot treadle
2. Thread stand
3. Needle screw
4. Tension spring/thread tension assembly/take-up spring
5. Oil gauge
6. Bobbin winder
7. Take-up lever
8. Hook
9. Bobbin latch
10. Bobbin case
11. Needle bar
12. Hand presser foot lifter
13. Slide plate
14. Looper
15. Take-up cam
16. Presser foot
17. Needle eye

_____r. Acts as shock aborber and provides small amount of tension on needle thread

_____s. Long, narrow indentation on needle that prevents excessive wear on thread

_____t. Connects hand wheel to motor, allowing machine to operate

_____u. Allows sewer to control weight and height of presser foot with the knee

_____v. When turned on, supplies machine with electricity

_____w. Smooth surface surrounding feed dog; protects machine from excessive lint buildup

_____x. Portion of needle that is held by the needle bar and needle screw

_____y. Direct thread from thread cone to needle

_____z. Notch that allows hook or looper to be set closer to insure against skipped stitches

____aa. Moves fabric when presser foot is down and foot treadle is activated

____bb. Controls the motion of the machine manually and/or electrically

____cc. Determines amount of pressure placed on the fabric from the presser foot

18. Power switch
19. Knee lifter
20. Hand wheel
21. Motor belt
22. Thread guides
23. Throat plate
24. Feed dog
25. Needle shank
26. Needle groove
27. Checkspring
28. Needle scarf
29. Pressure dial

7. Distinguish between the characteristics of lock stitch (L), chain stitch (C), and serge stitch (S) by writing the correct letters in the appropriate blanks. Some blanks may have more than one correct answer.

_____a. Is elastic

_____b. Finishes seam edges

_____c. Is less elastic

_____d. Has lower looper needle

______e. Does not have same appearance on both sides

______f. Is easy to ravel

______g. Has bobbin thread

______h. May or may not need additional row of stitching

______i. Has upper and lower looper

______j. Is a two-threaded stitch

______k. Has one or more threads in a stitch

______l. Is nonraveling

______m. Has edge cutter knife

______n. Has same appearance on right and wrong side of fabric

______o. Has two or more threads

8. Select from the list below causes of incorrect thread tension. Place an "X" in the appropriate blanks.

______a. Inexperienced person adjusting tension

______b. Any change of thread

______c. Any change of needle

______d. Lint interference in thread guides

______e. Motor belt maladjustment

______f. Take-up lever out of timing

______g. Stitch length too long

______h. Top tension too loose or too tight

______i. Bottom tension too loose or too tight

______j. Any change of fabric

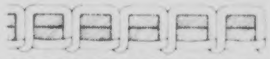
______k. Burred needle

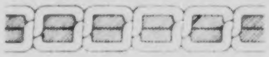
9. Match lockstitch thread tension conditions on the right to the correct tension problems on the left.

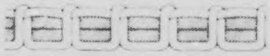
_____a. Correct tension, no adjustment needed

_____b. Upper tension too tight or bottom tension too loose

_____c. Upper tension too loose or bottom tension too tight

1.


2.


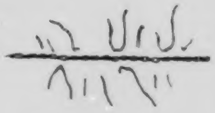
3.


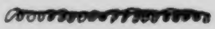
10. Match chainstitch thread tension conditions on the right to the correct tension problems on the left.

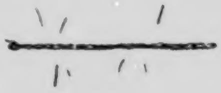
_____a. Tension too loose

_____b. Correct tension, no adjustment needed

_____c. Tension too tight

1.


2.


3.


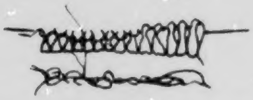
11. Match sergestitch thread tension conditions on the right to the correct tension problems on the left.

_____a. Tension too loose

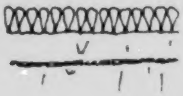
_____b. Tension too tight

_____c. Correct tension, no adjustment needed

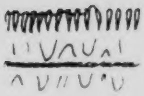
1.



2.



3.



12. Select from the list below reasons to change machine needle. Place an "X" in the appropriate blanks.

_____a. Continual thread breakage while sewing

_____b. Puckered seam

_____c. Change in fabric weight

_____d. Change in fabric color

_____e. Change in fabric construction

_____f. Bent needle

______g. Burred needle

______h. Loops on underside of seam

______i. Change in thread weight

______j. Loops on top side of seam

______k. Broken needle

______l. Skipped stitches in seam

13. Select from the list below safety precautions used in the needle trades industry. Place an "X" in the appropriate blanks.

______a. Use fingers on hand wheel

______b. Know at least 25% of the fire exits available

______c. Run in the building to save time

______d. Request wire finger guard if you feel it is needed

______e. Smoke only during breaks

______f. Know where fire aids are kept

______g. Know how to use at least one type of fire extinguisher

______h. Keep things near belt

______i. Do not move equipment

______j. Do not change electrical plugs

______k. Leave the machine running while unattended

______l. Know the electrical equipment with which you work

______m. Clutter aisles if necessary for efficiency

______n. Wear loose clothing only if it is attractive

______o. Wear long hair loose

14. Demonstrate the ability to:

a. Thread upper thread of lockstitch machine.

b. Thread chainstitch machine.

c. Thread sergestitch machine.

d. Thread machine using tie-on technique.

e. Remove, refill, and insert bobbin.

f. Adjust thread tension.

g. Clean machine.

h. Oil machine.

i. Change machine needle.

(NOTE: If the above activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

SEWING MACHINE MAINTENANCE AND SAFETY
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 5
   d. 6
   e. 4
   f. 2

2. a. Light
   b. Thread stand
   c. Thread cone
   d. Hand wheel
   e. Knee lifter
   f. Foot treadle
   g. Power switch

3. a. Thread take-up lever
   b. Thread guides
   c. Hand wheel
   d. Motor belt
   e. Bobbin winder
   f. Oil gauge
   g. Tension disc
   h. Checkspring
   i. Needle screw
   j. Slide plate
   k. Pressure dial
   l. Hand presser foot lifter

m. Needle bar

n. Presser foot

o. Feed dog

p. Bobbin case

q. Bobbin latch

r. Hook

s. Throat plate

4. a. Thread guides

b. Thread tension assembly

c. Thread guides

d. Looper

e. Take-up cam

5. a. Shank

b. Groove

c. Eye

d. Scarf

6. a. 2

b. 9

c. 7

d. 15

e. 11

f. 4

g. 13

h. 14

i. 12

j. 10

k. 6

l. 5

m. 1

n. 3

o. 8

p. 16

q. [illegible]

r. 27

s. 26

t. 21

u. 19

v. 18

w. 23

x. 25

y. 22

z. 28

aa. 24

bb. 20

cc. 29

7. a. C, S
   b. S
   c. L
   d. C
   e. C
   f. C
   g. L
   h. S
   i. S
   j. L
   k. C
   l. L
   m. S
   n. L
   o. S
8. a, b, d, h, i, j
9. a. 2
   b. 3
   c. 1
10. a. 2
    b. 3
    c. 1
11. a. 1
    b. 3
    c. 2
12. a, c, e, f, g, i, k, l
13. d, f, i, j, l
14. Performance skills evaluated to the satisfaction of the teacher

NEEDLE TRADE TECHNIQUES
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to operate single needle, double needle, and blindstitch machines and feed folders. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with needle trade techniques to the correct definitions.
2. Select from a list ways needle trade supplies and techniques differ from home sewing supplies and techniques.
3. List causes of operator fatigue.
4. Select from a list guidelines for feeding fabric through manual folding attachments.
5. Select from a list guidelines for feeding fabric through automatic folding attachments.
6. State rules for unraveling a chain stitch.
7. Calculate factory math problems.
8. Interview needle trade employee.
9. Compare needle trade career to other careers.
10. Demonstrate the ability to:
    a. Adjust work environment to avoid operator fatigue.
    b. Operate single needle lockstitch or chainstitch machine.
    c. Estimate seam allowance.
    d. Unravel chain stitch.
    e. Operate sergestitch machine.
    f. Operate blindstitch hemmer.
    g. Operate double needle machine.

h. Fell seams.

i. Use width gauge.

j. Coordinate body movements and match and position garment parts.

NEEDLE TRADE TECHNIQUES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Stress that needle trade techniques vary from factory to factory.

  F. Reinforce time efficiency principle in needle trade industry with Assignment Sheet #1.

  G. Contact persons by telephone for Assignment Sheet #2 if actual interview is impossible.

  H. Present booklet, *Fine Mechanical Tools for Sewing Machines,* picturing various folding devices to reinforce objectives four and five.

  I. Demonstrate and discuss procedures outlined in the job sheets.

  (NOTE: Do not have any pins available for use in the classroom.)

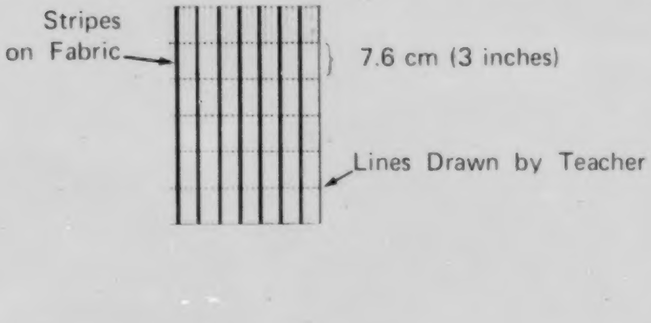
  J. Have students trace curves and lines for Job Sheets #2, #3, and #7 onto fabric with carbon tracing paper. Encourage students to extend the lines beyond the boundary of the 8 x 10 page.

  K. Prepare fabric scraps for Job Sheet #2, procedure for backtacking.

    1. Use a gingham or striped fabric.

    2. Cut in oblong pieces approximately 30.5 cm x 61 cm (1' x 2').

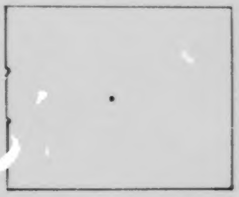
    3. Draw a line across the fabric about every 7.6 cm (3 inches).



L. Prepare fabric for Job Sheet #2, procedure for sewing darts.

  1. Cut notches into fabric edge.

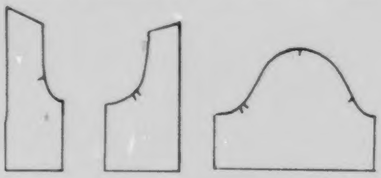
  2. Mark or drill hole 7.6 cm or 10.2 cm (3" or 4") from notches.



M. Prepare fabric for Job Sheet #2, procedure for incorporating ease.

  1. Obtain pattern that includes a regular set-in sleeve.

  2. Use only the portion of the pattern that is needed to set in sleeve.



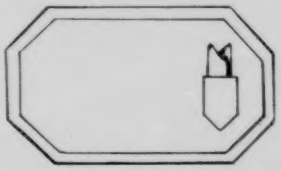
  3. Cut fabric using these portions.

     (NOTE: A knit fabric may be easier for student's first try.)

  4. Sew shoulder seams together.

  5. Be sure to include notches.

N. Set up production line for Job Sheet #7. Have students sew pockets onto placemats.



O. Have students observe zipper application in industry.

P. Prepare twice as many collar stands as collars for Job Sheet #10. Demonstrate procedure to students.

Q. Arrange a tour or guest speaker to demonstrate and discuss industrial techniques.

R. Make contracts with restaurants, businesses, and schools to make uniforms, banners, or flags.

S. Give test.

T. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Calculate Factory Math Problems
2. Assignment Sheet #2--Interview Needle Trade Employee
3. Assignment Sheet #3--Compare Needle Trade Career to Other Careers

D. Answers to Assignment Sheet #1

E. Job sheets

1. Job Sheet #1--Adjust Work Environment to Avoid Operator Fatigue
2. Job Sheet #2--Operate Single Needle Lockstitch or Chainstitch Machine
3. Job Sheet #3--Estimate Seam Allowance
4. Job Sheet #4--Unravel Chain Stitch
5. Job Sheet #5--Operate Sergestitch Machine
6. Job Sheet #6--Operate Blindstitch Hemmer
7. Job Sheet #7--Operate Double Needle Machine
8. Job Sheet #8--Fell Seams
9. Job Sheet #9--Use Width Gauge
10. Job Sheet #10--Coordinate Body Movements and Match and Position Garment Parts

F. Test

G. Answers to test

III. Unit references:

A. *Union Special Stitch Type 401*. Huntley, Illinois: Union Special Corporation, 1976.

B. *Union Special Stitch Formation Type 504*. Chicago: Union Special Corporation, 1968.

C. *Union Special 63400 Lockstitch Stitch Type 301.* Chicago: Union Special Corporation, 1975.

(NOTE: The above may be purchased for $2.00 from Union Special Corporation, 400 North Franklin Street, Chicago, Illinois 60610.)

D. Hillinger, Yvonne M. *Power Sewing.* West Trenton, New Jersey: State of New Jersey, Department of Education, Vocational Division, 1971.

E. *Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide.* Mississippi State: Education Committee of the American Apparel Manufacturers Association and the Research and Curriculum Unit for Vocational and Technical Education of Mississippi State University.

IV. Additional reference--*Fine Mechanical Tools for Sewing Machines.* G. Braf Company Incorporated, 28 West 25th Street, New York, New York 10010.

NEEDLE TRADE TECHNIQUES
UNIT II

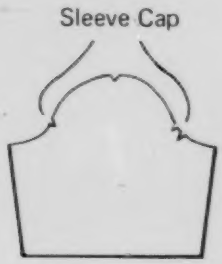
INFORMATION SHEET

I. Terms and definitions

A. Finger press--Applying pressure with fingers down the length of an open seam

(NOTE: This is often done while operator is sewing. It eliminates time used in pressing seam open with iron.)

B. Sleeve cap--Rounded top of sleeve, usually between two or three notches



C. Operator fatigue--Tiredness or body stiffness that results from poor posture and/or eye strain

D Seam allowance--Distance between row of stitching and raw or finished edge of fabric

E. Feeding sewing machine--Guiding fabric into feed dog area

F. Relearning--To unlearn old habits and knowledge and to replace them with different methods and knowledge

(NOTE: THIS MAY BE ONE OF THE MOST DIFFICULT TASKS OF INITIAL ADJUSTMENT TO THE JOB!)

G. 90° angle--Right angle; **L**-shaped angle

H. Forefinger--Finger nearest thumb

I. Pivot--Point around which something turns

J. Activate--To start machine sewing

K. Proficient--Having achieved a skill to a satisfactory degree

L. Bundle--Specific number of specific garment parts in a group

INFORMATION SHEET

M. Folder--Metal device that folds fabric fed into it

N. Ease--Slight fullness worked into fabric ply

O. Secure--To fasten down so that it will not move

P. Hand tension--Preventing fabric from entering feed area as easily by holding fabric snugly

Q. Seam splice--Narrow seam where two pieces of fabric are joined

(NOTE: Fabric is usually in narrow strips.)

R. Gauge--Attachment used to maintain uniform seam width

S. Chain off--Positioning fabric so automatic cutter can cut off threads

T. Quota--Expected minimum amount of pieces to be sewn within a one-hour time period

II. Ways needle trade supplies and techniques differ from home sewing supplies and techniques

A. No pins

B. No scissors

C. No hand sewing

D. No outward notches

E. No basting

F. No clipping curves

G. No stay stitching

H. Varied seam allowance

(NOTE: Seam allowance is rarely 1.5 cm or 5/8 inch in the needle trades industry.)

I. Little or no pressing

(NOTE: Finger pressing is commonly used.)

J. Marking with drill holes or florescent ink and small cuts in fabric edge

(NOTE: These small cuts are called *notches* in the industry.)

INFORMATION SHEET

K. Knee-operated presser foot

(NOTE: This may take a great deal of time to relearn for those who have learned to operate home machine with knee.)

L. Increased speed

(NOTE: The operation speed of needle trade equipment is EXTREMELY FAST.)

M. Increased repetition

(NOTE: The machine operator's tasks are primarily routine and offer little variety.)

N. Additional and more elaborate equipment and attachments

(NOTE: Tasks and volume of the needle trade industry require many pieces of elaborate equipment to insure efficiency.)

O. No preshrinking of fabric

(NOTE: The above techniques vary from industry to industry but the items above tend to be the most common practices.)

III. Causes of operator fatigue (Job Sheet #1)

(NOTE: Operator fatigue may contribute to reduced quality and production.)

A. Poorly lighted area

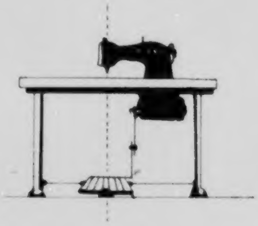
(NOTE: This causes eye strain when trying to follow well matched thread.)

B. Incorrect height of chair

(NOTE: Feet should be comfortably resting on treadle; legs should not be stretched out or cramped up.)

C. Incorrect position of treadle

(NOTE: Treadle should be centered in relation to machine needle. Ask mechanic to adjust this if needed.)



INFORMATION SHEET

D. Incorrect position of knee lift

E. Improper position of work

(NOTE: If the work is not in the operator's reach, this will cause excessive reaching or bending.)

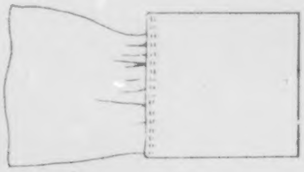
F. Poor posture

IV. Guidelines for feeding fabric through manual folding attachments

(NOTE: A great deal of time and patience is required to master some types of manual feeding folders.)

A. Feed folder with correct hand tension on both bottom and top of fabric

(NOTE: Incorrect hand tension will cause one side of product to be longer than the other.)

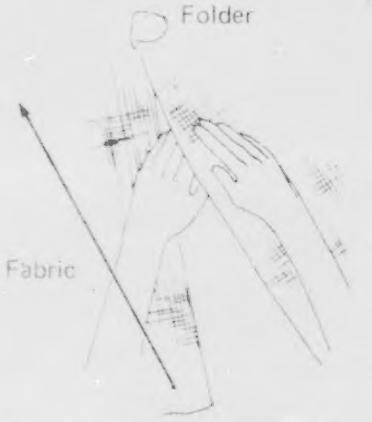


B. Expect every bundle to feed through folder differently

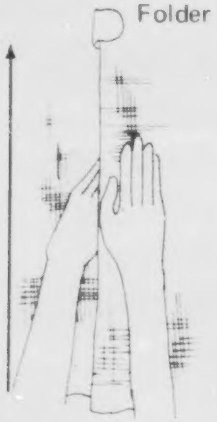
C. Hold fingers about 9 cm (3 1/2 in) away from entrance of folder

(NOTE: It is more difficult to feed folder if your fingers are too close to the entrance.)

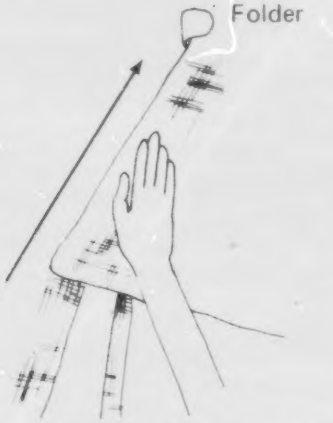
D. Feed fabric in line with folder; do not lean too far to the left or right



Feeding Too Far From The Right



Feeding in Line



Feeding Too Far From The Left

INFORMATION SHEET

E. Let the folder do its job; do not attempt to fold fabric for the folder

(NOTE: Attempting to fold the fabric yourself may cause uneven feeding.)

F. Feed the correct amount of fabric into the folder

(NOTE: Not enough fabric in folder will cause raw edges; too much fabric in folder may cause seam to bunch up or lay uneven and may cause raw edges of excess fabric to appear.)

G. Check to see if right side of fabric should be face up or face down as it goes through folder

(NOTE: This differs with each type of folder.)

V. Guidelines for feeding fabric through automatic folding attachments

A. Be sure fabric is cut correctly for folder

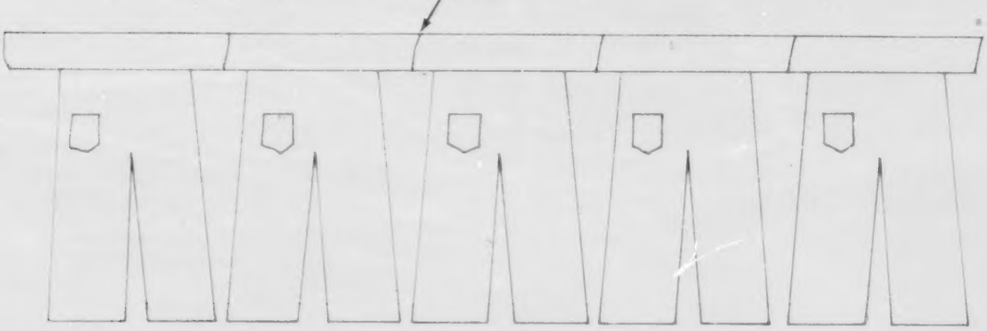
1. Cut too narrow--Fabric will not be wide enough to fold under; therefore, raw edges will appear

2. Cut too wide--Fabric will not lay correctly, may bunch up inside, and may not fold correctly in folder; raw edges of excess fabric may appear on outside of seam

3. Cut off grain--Fabric may pucker, curl, and not lay flat

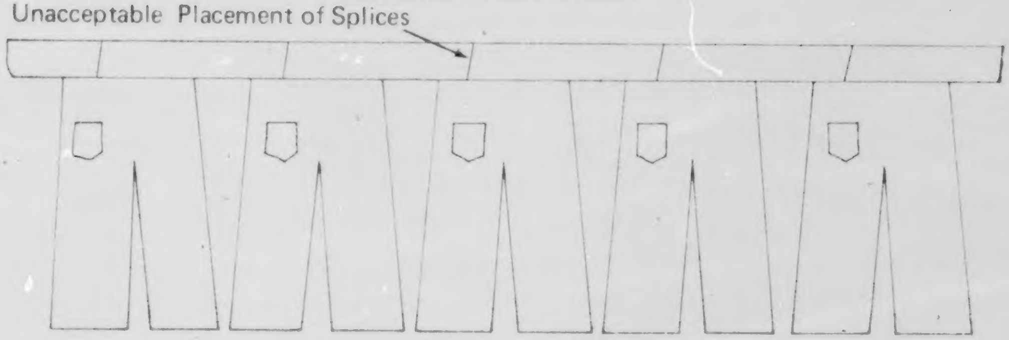
B. Be sure splices are placed correctly

Acceptable Placement of Splices



(NOTE: Waistband is not interrupted by splice on above figure.)

INFORMATION SHEET


Unacceptable Placement of Splices

- C. Learn to estimate amount of fabric remaining on folding device
- D. Expect every bundle to feed through folder differently
- E. Use correct hand tension on fabric not being fed through folder

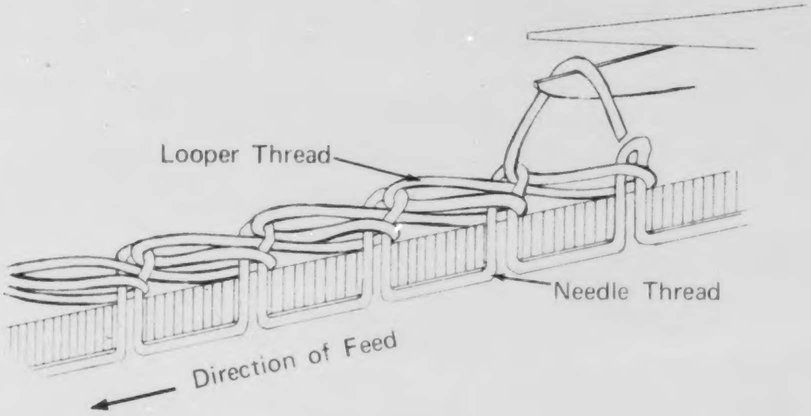
  (NOTE: This is usually the fabric next to feed dog.)
- F. Check to see if right side of fabric should be face up or face down as it goes through folder

  (NOTE: This differs with each type of folder.)
- G. Check that fabric in folder is the same color and shade as fabric on which you are sewing

VI. Rules for unraveling chain stitch (Job Sheet #4)

- A. Unravel from opposite direction of feed

  (NOTE: Have chain side up toward operator.)
- B. Pull looper thread out of top thread loop


Looper Thread
Needle Thread
Direction of Feed

NEEDLE TRADE TECHNIQUES
UNIT II

ASSIGNMENT SHEET #1--CALCULATE FACTORY MATH PROBLEMS

Below are some of the everyday math problems that a needle trade operator may encounter. Read the questions and work the problems.

1. If an operation pays $0.025 per piece, how many pieces must you finish to earn $2.75 per hour?

   (NOTE: This amount is known as your *hourly quota.*)

2. a. If the operation pays $0.010 per piece, how many pieces must you finish to earn $2.75 per hour?

   b. Considering that you meet your hourly quota, how many pieces will you sew by the end of an eight-hour day?

3. If you finish 120 pieces in one hour, how many pieces did you average per minute?

4. If each bundle contains 12 garments and you are paid $0.07 per piece, how much have you made after sewing 5 1/2 bundles?

ASSIGNMENT SHEET #1

5. If each bundle contains 20 garments paid at $0.025 per piece, how many bundles must you complete to make $2.75 per hour?

6. a. If you work 38 hours one week and earn $100.00 and minimum pay is $2.75 per hour, did you earn over $2.75 or under?

   b. How much over or under?

7. a. If you earned $90.00 and worked 40 hours, how much did you earn per hour?

   b. If you are paid $0.025 per piece, how many pieces did you do per hour to make this sum?

8. a. If you earned $120.00 and worked 40 hours, how much did you make per hour?

   b. If you are paid $0.025 per piece, how many pieces did you do per hour to make this sum?

NEEDLE TRADE TECHNIQUES
UNIT II

ASSIGNMENT SHEET #2--INTERVIEW NEEDLE TRADE EMPLOYEE

Interview the following seven people who are employed in the needle trades industry:

1. Presser
2. Bundle aide
3. Cutter
4. Machine operator
5. Plant manager
6. Inspector
7. Fabric spreader

Ask them the questions below and include any additional questions that you consider important. Take this assignment sheet with you during the interview and note key words of the interview by the corresponding numbers.

What made you select this type of job?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Are you happy with this type of job?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

ASSIGNMENT SHEET #2

5. ____________________
6. ____________________
7. ____________________

What do you do on your job, basically?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

What are the strong points of being employed in the needle trades industry?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Would you recommend this job for your child?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

ASSIGNMENT SHEET #2

Is there any knowledge of the industry that would have been of benefit to you in the beginning of your job here?

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Did you have any training before beginning this type of work?

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Other questions:

(NOTE: Write on back if necessary.)

NEEDLE TRADE TECHNIQUES
UNIT II

ASSIGNMENT SHEET #3--COMPARE NEEDLE TRADE CAREER TO OTHER CAREERS

Every job has both positive and negative factors to consider as far as freedom, rewards, and responsibilities are concerned. How does a needle trade career compare with others? Interview as many of the individuals on the chart on the next pages as possible. The blank area on the right end of the chart is for you and your classmates to select another career and fill it in.

Take the chart with you while interviewing the person. Ask the interviewee questions using the sentence fragments on the left of the chart and write key words from the responses in the blanks provided. For those you cannot interview, brainstorm in class to come up with ideas of what their jobs may be like.

ASSIGNMENT SHEET #3

Interviewed Job Realities	YES NO ☐ ☐ Needle Trades Employee	YES NO ☐ ☐ Waitress/ Waiter or Sales Clerk	YES NO ☐ ☐ Veterinarian	YES NO ☐ ☐ Store Owner/ Manager	YES NO ☐ ☐ Fire Fighter	YES NO ☐ ☐ Dairy Farmer	☐ ☐
Good pay							
Weekends off							
Holidays off							
Ability to quit job to raise family							
Working in a comfortable environment							
Working in a safe environment							
Working in a clean environment							
Working with public							
Leaving responsibilities at work							
Eight hours a day							

ASSIGNMENT SHEET #3

Interviewed Job Realities	YES NO ☐ ☐ Needle Trades Employee	YES NO ☐ ☐ Waitress/ Waiter or Sales Clerk	YES NO ☐ ☐ Veterinarian	YES NO ☐ ☐ Store Owner/ Manager	YES NO ☐ ☐ Fire Fighter	YES NO ☐ ☐ Dairy Farmer	☐ ☐
Ability to earn more money if desired							
Work at own rate of speed							
Satisfaction from job							
Initial financial investment							
Financial bonuses							
Retirement plan							
Insurance plan							
Dress for job as you like							

NEEDLE TRADE TECHNIQUES
UNIT II

ANSWERS TO ASSIGNMENT SHEET #1

1. 110 pieces per hour
2. a. 275 pieces per hour

   b. 2,200 pieces in an eight-hour day
3. 2 pieces
4. $4.62
5. 5.5 bundles
6. a. Under ($2.63)

   b. $0.12 under
7. a. $2.25

   b. 90 pieces
8. a. $3.00

   b. 120 pieces

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #1--ADJUST WORK ENVIRONMENT TO AVOID OPERATOR FATIGUE

I. Materials and equipment

  A. Sewing machine

  B. Chair

II. Procedure for determining chair height

  (NOTE: Some industries prefer that you request mechanic to do all adjustment rather than doing it yourself.)

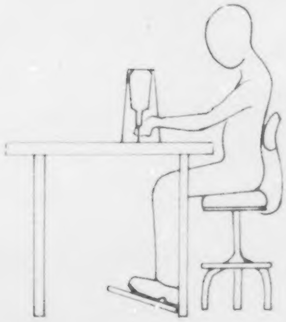
  A. Sit down at machine

  B. Place feet on treadle

  C. Adjust chair height if knee bend is other than approximately a 90° angle (Figures 1, 2, and 3)

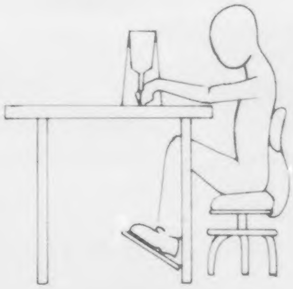
    (NOTE: Adjustment procedure will depend upon the type of chair you have. Treadle can be raised or lowered if necessary.)

FIGURE 1



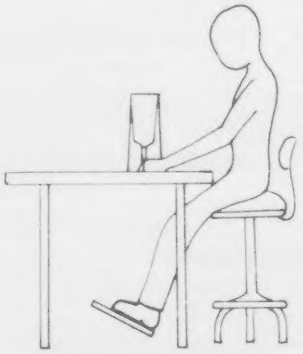
Chair Correct

FIGURE 2



Chair Too Low

FIGURE 3



Chair Too High

JOB SHEET #1

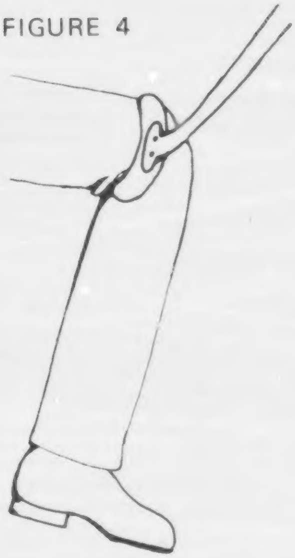
III. Procedure for determining correct height of knee lift

A. Sit down at machine

(NOTE: At this point, it is very important that your chair is of the correct height for you.)

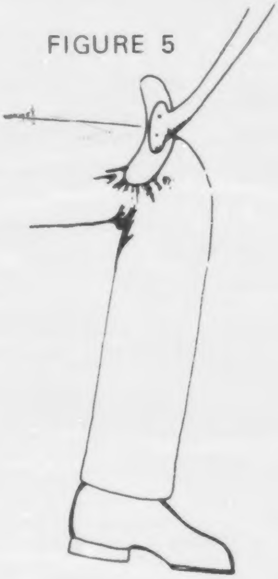
B. Move your right leg to the knee lift to check if it is positioned on the leg comfortably (Figures 4, 5, and 6)

FIGURE 4



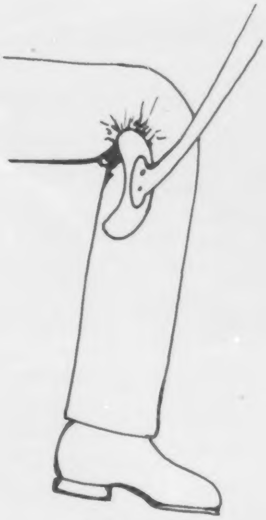
Correct

FIGURE 5



Too High

FIGURE 6



Too Low

C. Check to see if knee lift is correct distance from leg

(NOTE: The position or pressure of your foot on the treadle should not be affected by using the knee lift.)

D. Request teacher to adjust knee lift if necessary

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #2--OPERATE SINGLE NEEDLE LOCKSTITCH OR CHAINSTITCH MACHINE

I. Materials and equipment

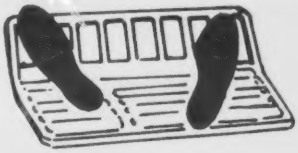
- A. Single needle machine
- B. Nippers
- C. Pencil
- D. Practice patterns
- E. Fabric scraps
  - 1. Gingham or suitable stripe
  - 2. Variety

II. Procedure for basic machine control

- A. Turn on power switch
- B. Place both feet on foot treadle as illustrated (Figure 1)

(NOTE: Some machines have two foot pedals, one to activate the machine and one to lift the presser foot. One foot goes on each pedal.)

FIGURE 1



(CAUTION: Do not activate machine with feet.)

JOB SHEET #2

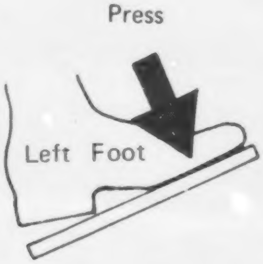
C. Place fabric scrap snugly between presser foot and throat plate

(NOTE: There is no need to lift presser foot because feed dog will pull fabric forward once machine is activated.)

D. Press on top of foot treadle with toe of left foot to activate machine (Figure 2)

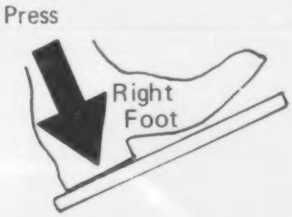
(NOTE: More speed is acquired by pressing further down on the treadle.)

FIGURE 2



E. Press heel of right foot on bottom of foot treadle to stop machine (Figure 3)

FIGURE 3

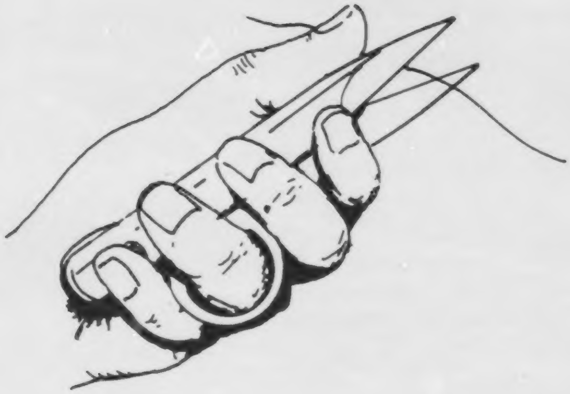


F. Sew and use brakes at random until you feel comfortable with the machine

JOB SHEET #2

G. Use nippers to clip threads (Figure 4)

FIGURE 4



III. Procedure for backtacking

(NOTE: There are three acceptable ways to backtack. The industry in which you work will have a preferred method. Each procedure is done in one quick motion.)

A. Place gingham or striped fabric that teacher has marked under the presser foot

B. Sew along each line (stripe) of gingham being as straight as possible

C. Backtack before each penciled marking, using one of the following backtacking procedures

D. Sew several rows down fabric in the same way

E. Procedure one

1. Sew approximately three stitches

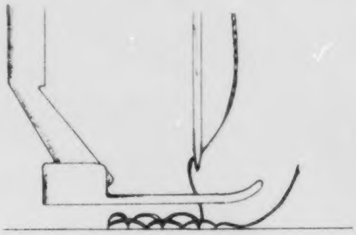
2. Slightly lift pressure from presser foot

JOB SHEET #2

3. Pull fabric toward yourself until you are at the beginning of the three stitches (Figure 5)

   (NOTE: Machine is operating during this step and all of the others.)

   FIGURE 5



   (NOTE: Area between presser foot and fabric surface emphasized for illustrative purposes. Lifting presser foot too high may break needle thread or cause loop stitch.)

4. Release knee from presser foot

5. Sew over these two layers of stitching

6. Sew a few inches

7. Backtack again to end seam

   (NOTE: Sew several rows of stitching using this procedure for backtacking.)

F. Procedure two

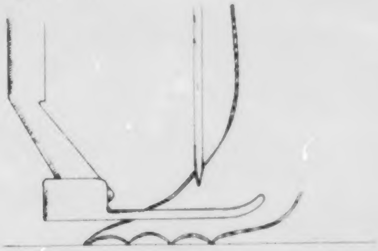
1. Sew approximately three stitches

2. Slightly lift pressure from presser foot

3. Stop machine

4. Pull fabric toward yourself until you are at the beginning of the three stitches (Figure 6)

   FIGURE 6



   (NOTE: Area between presser foot and fabric surface is emphasized for illustrative purposes. Lifting presser foot too high may break needle thread or cause loop stitch.)

JOB SHEET #2

5. Release knee from presser foot

6. Sew over row of stitching

7. Sew a few inches

8. Backtack again to end seam

(NOTE: Sew several rows of stitching using this procedure for backtacking.)

G. Procedure three

1. Sew a few inches

2. Stop machine at desired spot

3. Slightly lift pressure from presser foot

4. Hold fabric firmly in place so that it will not move with feed dog

5. Activate machine so that take-up lever goes up and down three or four times

(NOTE: Sew several rows of stitching using this procedure for backtacking.)

IV. Procedure for curves

A. Staple or trace practice sheet on to fabric scrap

(NOTE: Practice sheet can be found at end of job sheet.)

B. Place practice sheet and fabric under presser foot at the beginning of any line

C. Slightly release pressure from presser foot to sew severe curves

D. Guide fabric with hands to form the desired curve while presser foot pressure is eased

E. Release knee from presser foot lifter when sewing on straighter lines

V. Procedure for square corners

A. Plan to make approximately a 90° angle

(NOTE: The angle should be several inches long on each side.)

B. Mark several points on your fabric scrap where you would like to make the pivots

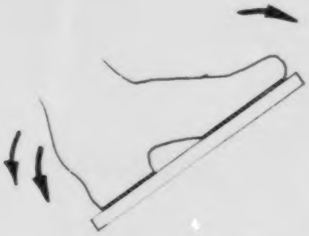
JOB SHEET #2

C. Place fabric scrap under presser foot where you plan to begin the first line of the angle

D. Sew until you are near the marked point

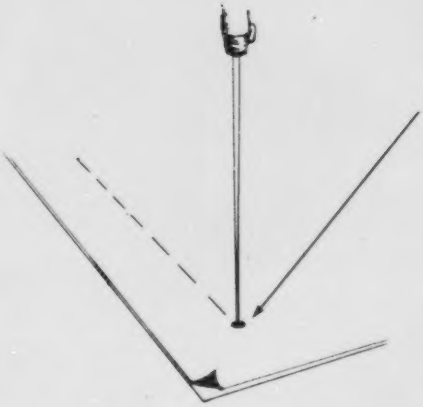
E. Use a light rocking motion with your foot on the treadle to sew to the marked point (Figure 7)

FIGURE 7



F. End with needle in mark (Figure 8)

FIGURE 8



(NOTE: As a beginner, you may find it difficult to stop the machine with the needle in the point. It may be necessary to sew over the same line several times before you can do this.)

G. Lift presser foot and move fabric to a 90° angle

(CAUTION: Needle should remain in marked point during this step.)

H. Sew last side of angle

I. Go on to next point using above procedure

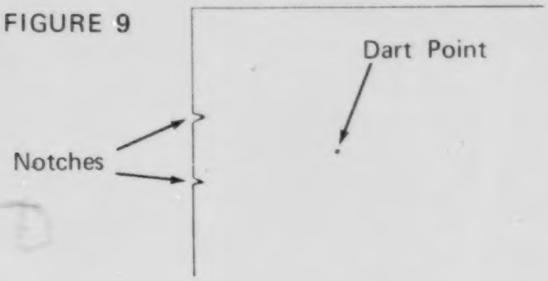
JOB SHEET #2

VI. Procedure for sewing darts

A. Find notches in seam edge of fabric by pulling on fabric edge (Figure 9)

B. Locate mark used for dart point (Figure 9)

FIGURE 9

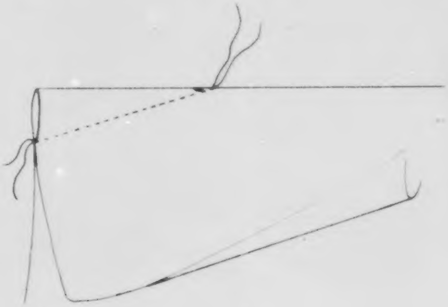


C. Fold right sides of fabric together, matching notches and having point on edge of fold

D. Sew dart starting at notches and sewing slightly beyond dart point (Figure 10)

(NOTE: This is done to cover the dart point in case it shows through or is a small hole.)

FIGURE 10



VII. Procedure for incorporating ease

(NOTE: The only place the machine is stopped is at the shoulder seam.)

A. Find notches on sleeve sample

B. Place right sides of fabric pieces together (sleeve and body)

C. Match edges and first notches, holding securely with hands

D. Place fabric pieces on machine with sleeve piece on bottom and body piece on top

(NOTE: When ease is required, the piece to be eased in should be placed closest to the feed dog because the feed dog will pull in more fabric.)

JOB SHEET #2

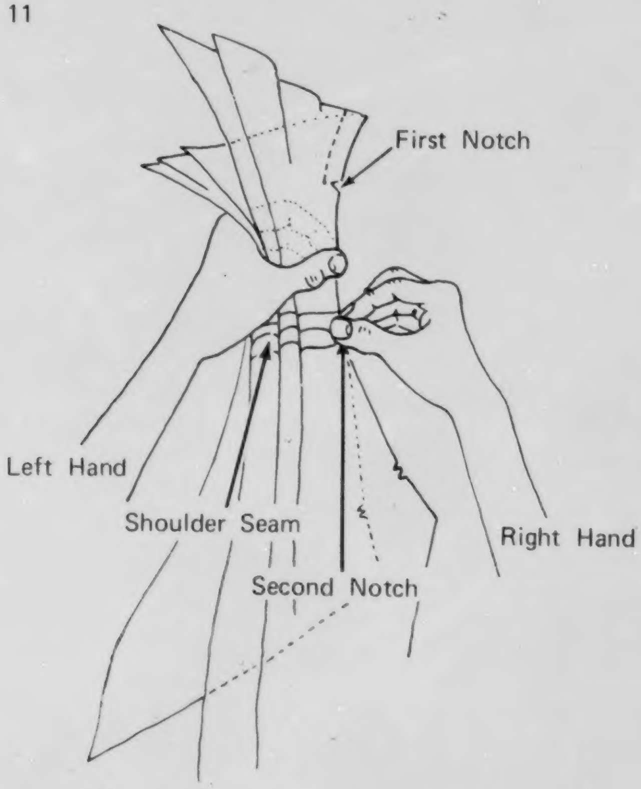
E. Sew from edge to first notch, placing thumb and forefinger of right hand at second notch and shoulder seam (Figure 11)

(NOTE: It will require a great deal of practice to work this step into one easy motion.)

F. Place fingers of left hand under fabric to pull sleeve cap edge to top fabric edge (Figure 11)

(NOTE: It is important that seam edges meet; otherwise, some of the room needed in the garment for arm movement is eliminated.)

FIGURE 11



G. Sew, stretching top fabric if necessary, until you reach shoulder seam; stop

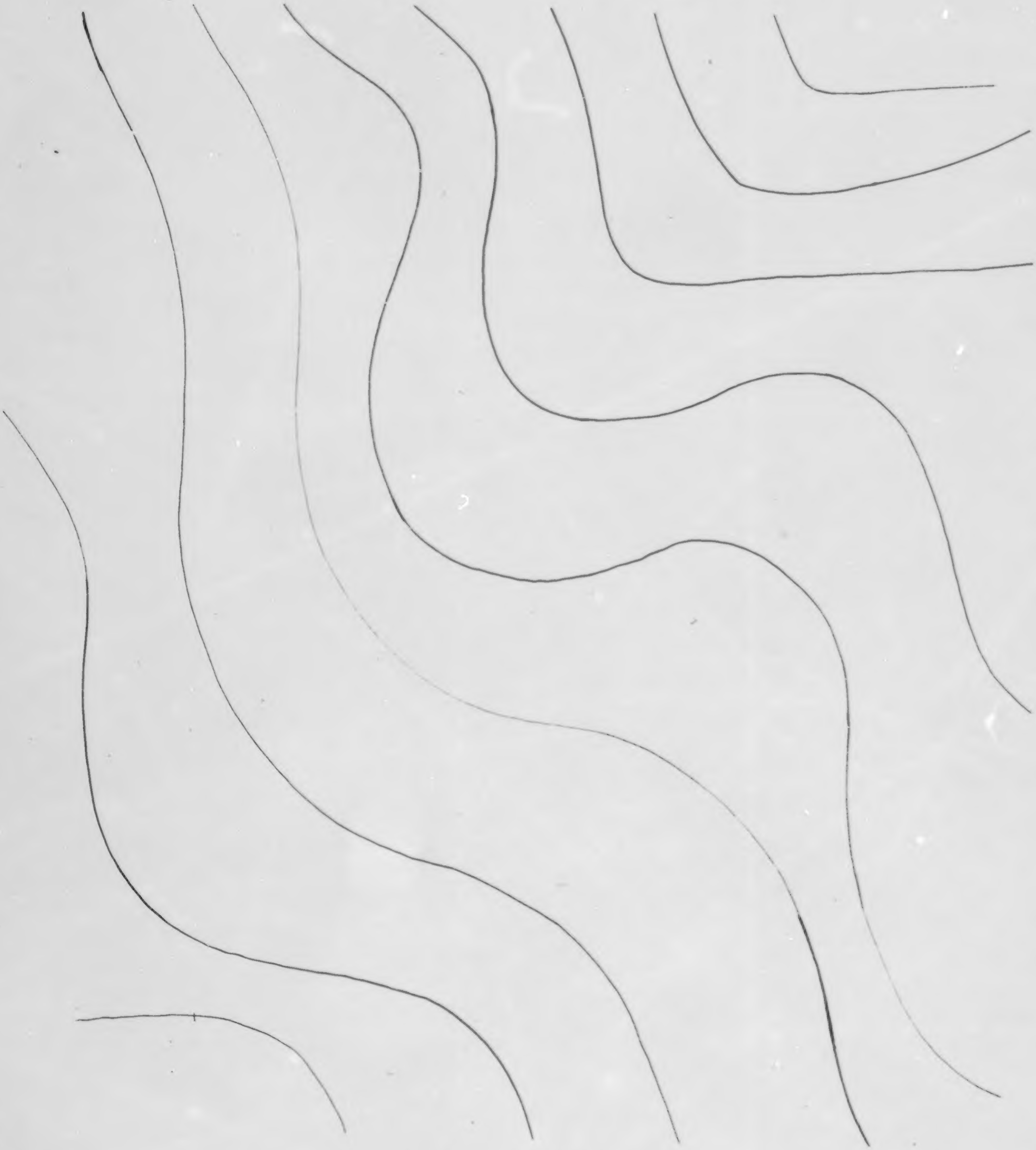
H. Match third notches, positioning hands as you did for sewing from first to second notch

(NOTE: Again, it will require a great deal of practice to work this step into one easy motion.)

I. Sew to end of seam, matching edges of fabric

JOB SHEET #2

Practice Sheet for Single Needle Machine



NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #3--ESTIMATE SEAM ALLOWANCE

I. Materials and equipment

- A. Single needle machine, unthreaded
- B. Ink pen
- C. Ruler
- D. Practice sheets on estimating seam allowance

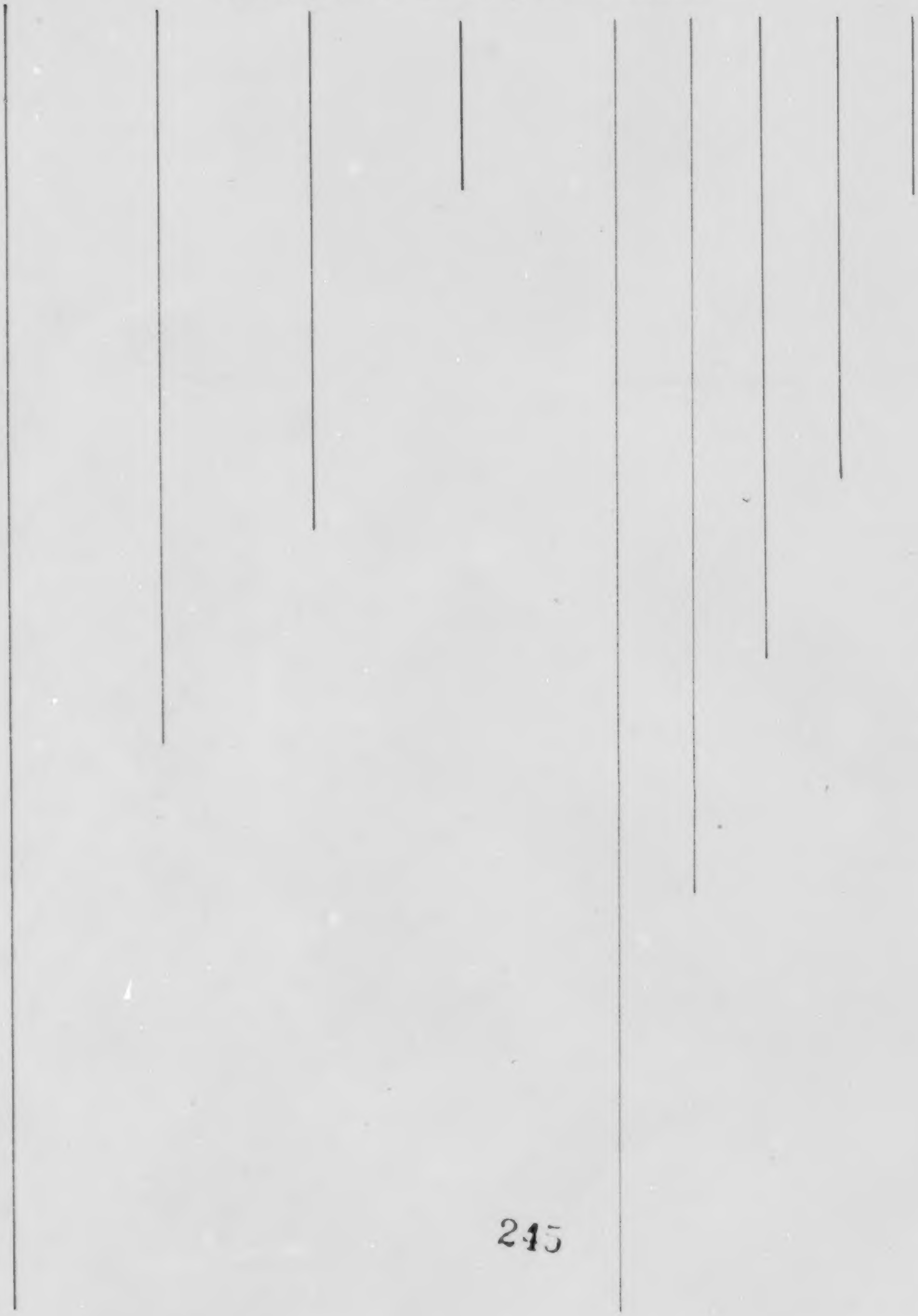
II. Procedure

- A. Sew the length of the longest 1.3-cm (1/2-in) width line
- B. Start sewing the length of the second line
- C. Estimate what you think measures 1.3 cm (1/2 in) in width from first line and continue sewing after the second line ends
- D. Sew until you reach the edge of the paper; stop
- E. Start on the third line and proceed the same as above
- F. Do this until all of the 1.3-cm (1/2-in) width lines are finished
- G. Extend the lines with an ink pen and ruler to check your accuracy
- H. Continue on the 2.5-cm (1-in), 6-mm (1/4-in), and 3.8-cm (1 1/2 in) width lines, using the same procedure as above

  (NOTE: Sometimes a particular foot is used to aid in estimating width.)

JOB SHEET #3

Practice Sheet for Estimating Seam Allowances



JOB SHEET #3

Practice Sheet for Estimating Seam Allowances

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #4--UNRAVEL CHAIN STITCH

I. Materials and equipment

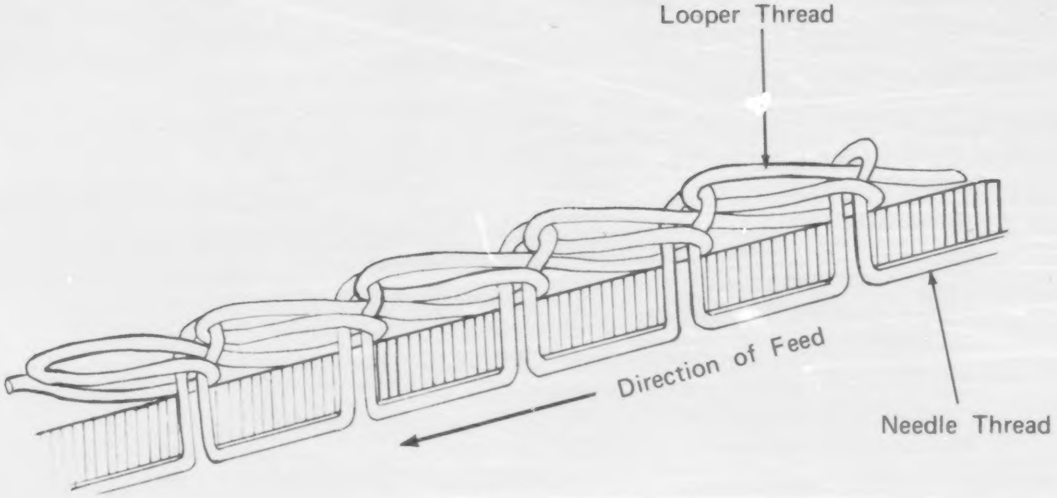
   A. Scraps of fabric sewn with rows of chain stitches

   B. Nippers

II. Procedure

   A. Turn fabric scrap to the bottom side of the chain stitch, exposing looper threads (Figure 1)

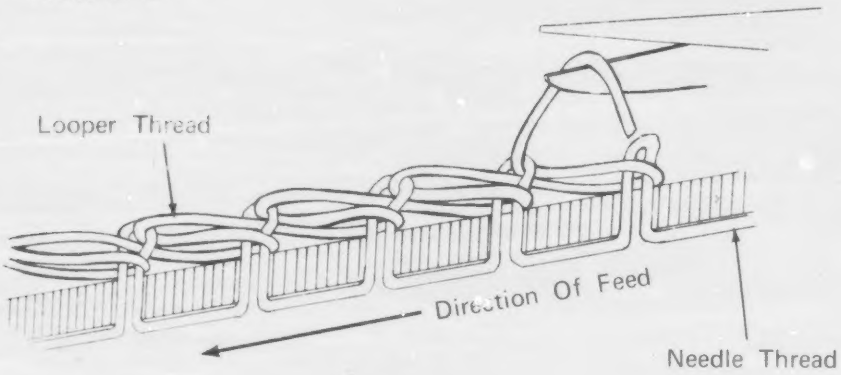
FIGURE 1


Looper Thread
Direction of Feed
Needle Thread

JOB SHEET #4

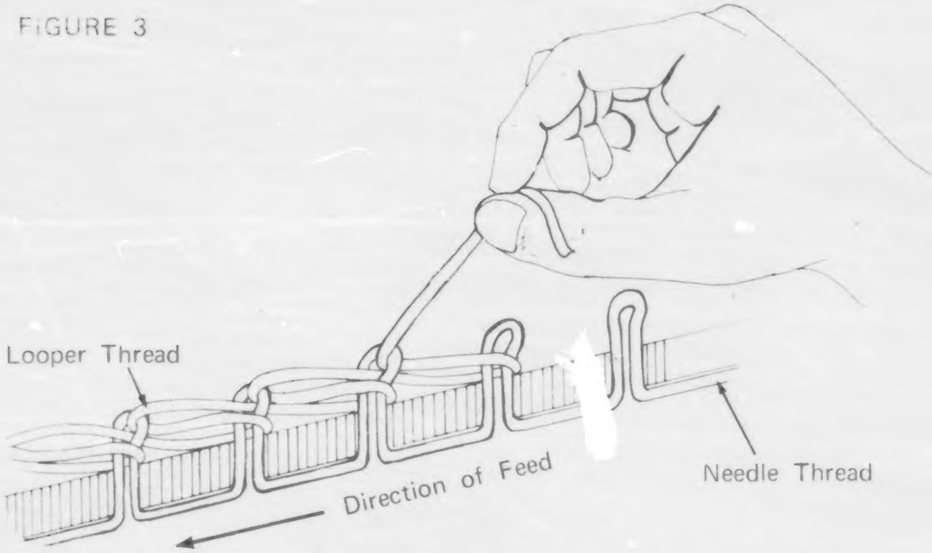
B. Pull looper thread out of loop formed with needle thread, using nippers (Figure 2)

FIGURE 2


Looper Thread
Direction Of Feed
Needle Thread

C. Pull on looper thread until seam is unraveled to desired length (Figure 3)

FIGURE 3


Looper Thread
Direction of Feed
Needle Thread

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #5--OPERATE SERGESTITCH MACHINE

I. Materials and equipment

   A. Sergestitch machine

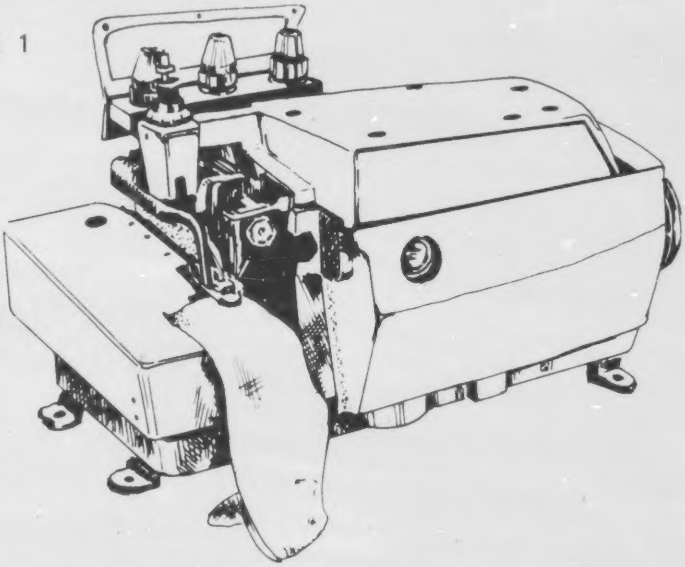
   B. Fabric scraps

   C. Practice patterns

II. Procedure for practice

   A. Put fabric scrap snuggly into feed area without lifting presser foot (Figure 1)

FIGURE 1



   B. Activate foot treadle

   C. Serge at random

   D. Turn fabric occasionally to practice curves

   E. Serge an estimated 6 mm (1/4 in) off edge of fabric

   (NOTE: Usually a little more hand tension is needed on bottom layer of fabric.)

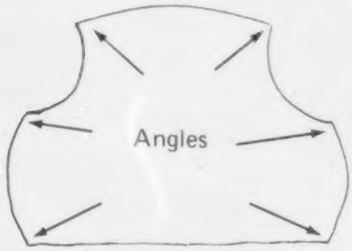
   F. Measure trim to check that you are serging 6 mm (1/4 in) off of edge

JOB SHEET #5

III. Procedure for curves

  A. Place practice pattern under feed, starting at any angle (Figure 2)

  FIGURE 2



  B. Serge, removing 6 mm (1/4 in) of seam allowance

  C. Chain off at each angle

    1. Serge edge of scrap

    2. Sew off of angle of scrap

    (CAUTION: Do not pull the fabric to the left or toward yourself.)

    3. Continue to accelerate machine after fabric is out of feed area

    (NOTE: Machine automatically cuts off thread if the thread is in the knife area.)

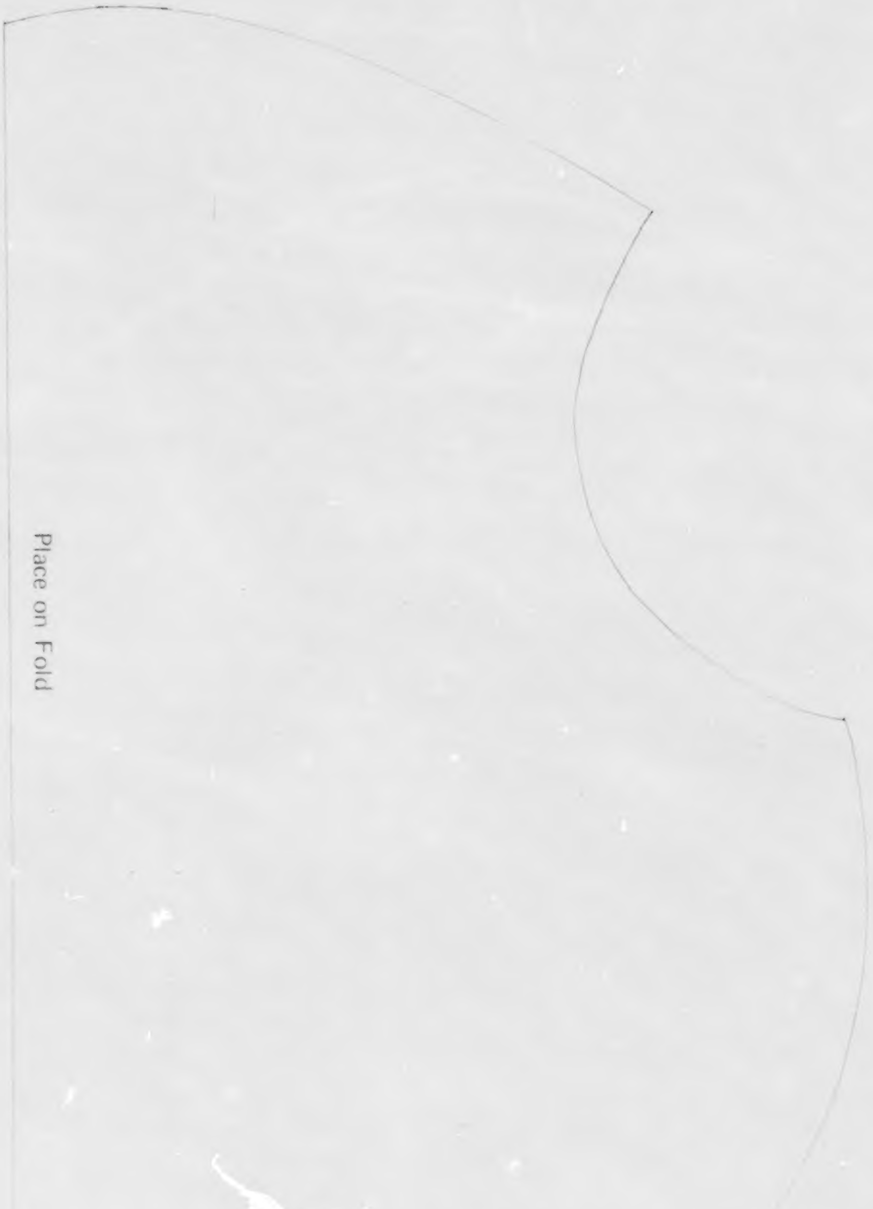
  D. Continue to serge 6 mm (1/4 in) of seam allowance off same piece until it is too small to work with

  E. Measure trim to check that it is no more or less than 6 mm (1/4 in)

  (NOTE: Serge practice patterns until teacher feels that you are proficient.)

JOB SHEET #5

Practice Pattern for Serging


Place on Fold

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #6--OPERATE BLINDSTITCH HEMMER

I. Materials and equipment

  A. Blindstitch machine

  B. Folder

  C. Strips of fabric scraps, 12.7 cm (5 in) or wider

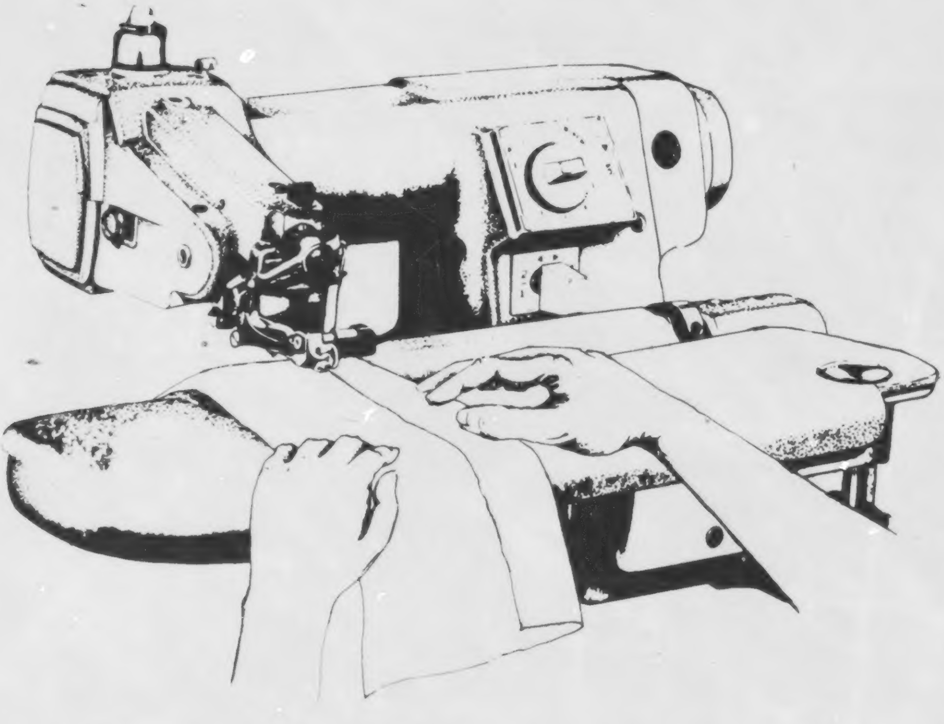
II. Procedure without folder

  A. Fold fabric up 2.5 cm (1 in) on long edge

  B. Hold with fingers (Figure 1)

  C. Place under needle (Figure 1)

FIGURE 1

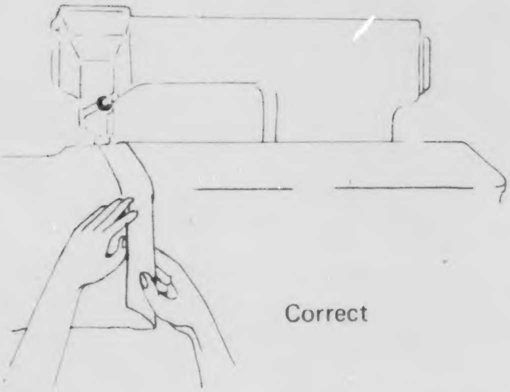


  D. Sew a few stitches to secure end

JOB SHEET #6

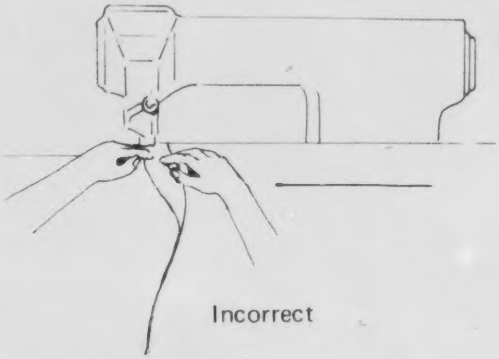
E. Position fabric for a stretch of sewing (about 45.7 cm or 1 1/2 feet) (Figures 2 and 3)

FIGURE 2



Correct

FIGURE 3



Incorrect

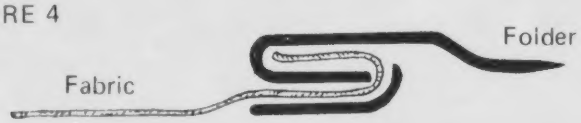
(NOTE: It is only necessary to hold hands close to work for the beginning stitches.)

F. Sew, following raw edge of fabric

III. Procedure with folder

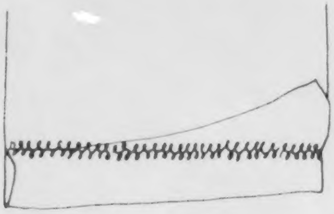
A. Place fabric into folder (Figure 4)

FIGURE 4



1. If too much fabric is fed into folder, stitches will miss edge and sew too deeply into the hem (Figure 5)

FIGURE 5



JOB SHEET #6

2. If not enough fabric is fed into folder, hem stitch will miss edge and not secure hem

B. Position fabric for a stretch of sewing of about 30.6 to 45.7 cm (1 to 1 1/2 ft) (Figure 2)

C. Sew, keeping folder properly filled

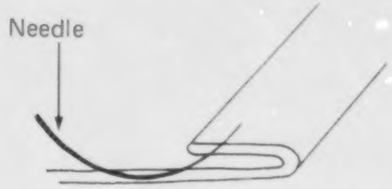
IV. Procedure for adjusting stitch depth

A. Inspect hems in procedure with folder and/or procedure without folder

B. Determine if hem stitch is of the correct depth (Figure 6)

(NOTE: Ideally, a blind stitch is not visible from the right side. The thicker the fabric, the easier it is to make the blind stitch invisible. On a very lightweight fabric it is impossible to keep stitches from showing on the right side.)

FIGURE 6

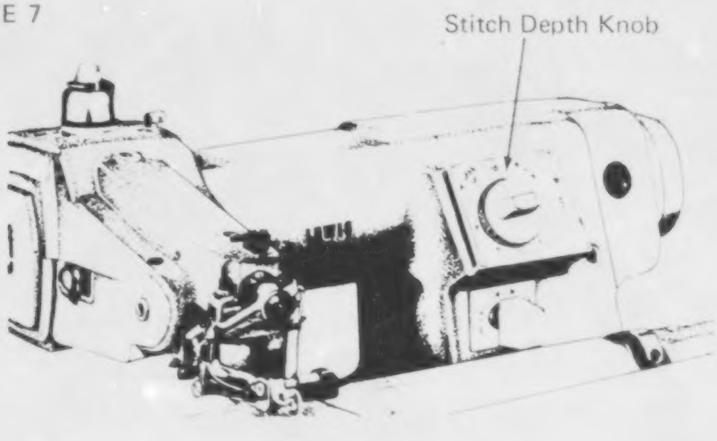


Needle Penetrates Only Partly Through

C. Turn the stitch depth knob to a smaller number if stitches are too deep (Figure 7)

D. Turn the stitch depth knob to a higher number if the stitches are not securing the hem (Figure 7)

FIGURE 7



NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #7--OPERATE DOUBLE NEEDLE MACHINE

I. Material and equipment

- A. Double needle chainstitch or lockstitch machine
- B. Fabric scraps
  - 1. Gingham or striped
  - 2. Variety
  - 3. Marked for pockets
- C. Pockets with top hem sewn
- D. Nippers

II. Procedure for operation

- A. Touch foot treadle lightly until needles are in highest position
- B. Lift presser foot
- C. Place fabric scrap under presser foot
- D. Release presser foot
- E. Activate foot treadle
- F. Sew at random
- G. Turn fabric occasionally to practice curves
  - 1. Slightly release pressure from presser foot
  - 2. Operate machine
  - 3. Guide fabric with hand to form the desired curve
- H. Turn fabric occasionally to practice corners
  - 1. Sew until corner is reached and needles are up

    (NOTE: Unlike a single needle machine, needles usually need to be out of fabric to pivot a corner in a double needle machine. In some industries some operators can turn corners without stopping or slowing machine. They do not concern themselves with the needles being up when the corner is turned.)
  - 2. Slightly release pressure from presser foot

JOB SHEET #7

3. Turn fabric to desired angle

   (NOTE: Minimum amount of movement and pulling while turning for angle will prevent loops from forming on bobbin thread. Practice until your teacher feels that you are proficient.)

III. Procedure for straight lines

A. Place gingham or striped fabric under presser foot

(NOTE: Plan to follow stripe.)

B. Backtack

C. Sew, following lines on fabric

D. Backtack at end of stripe

(NOTE: Practice until your teacher feels that you are proficient.)

IV. Procedure for curves

A. Staple or trace practice sheets one and two onto fabric scraps

B. Place practice sheets and fabric scraps under presser foot

C. Sew along practice lines on both sheets

V. Procedure for pockets

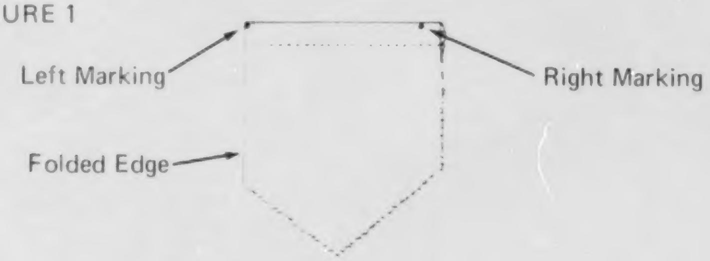
(NOTE: Use patterns at end of job sheet to cut and place pockets.)

A. Fold in left side of pocket approximately 1.3 cm (1/2 in)

B. Place upper folded corner of pocket on left marking of fabric scrap

C. Position pocket so that top edge of pocket goes across and meets right pocket marking (Figure 1)

FIGURE 1



JOB SHEET #7

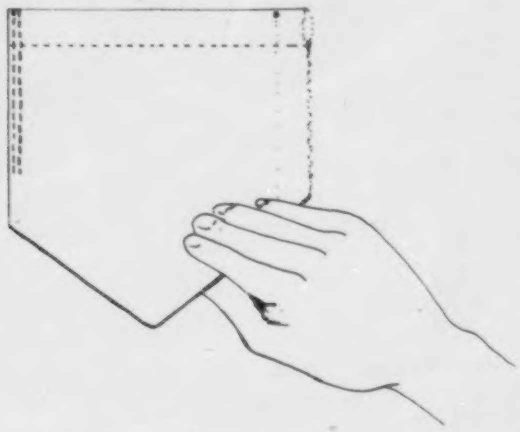
D. Backtack along left edge of pocket, beginning at top corner of pocket

E. Check again that pocket top meets right-hand marking

F. Sew pocket until there is approximately 3.8 cm (1 1/2 in) remaining on left side; leave needles in fabric

G. Fold both bottom edges in 1.3 cm (1/2 in) (Figure 2)

FIGURE 2



H. Finish sewing left-hand side

I. Sew corners

J. Sew across bottom leaving approximately 3.8 cm (1 1/2 in) from right side

K. Fold in right seam 1.3 cm (1/2 in) on right side

L. Finish sewing across bottom

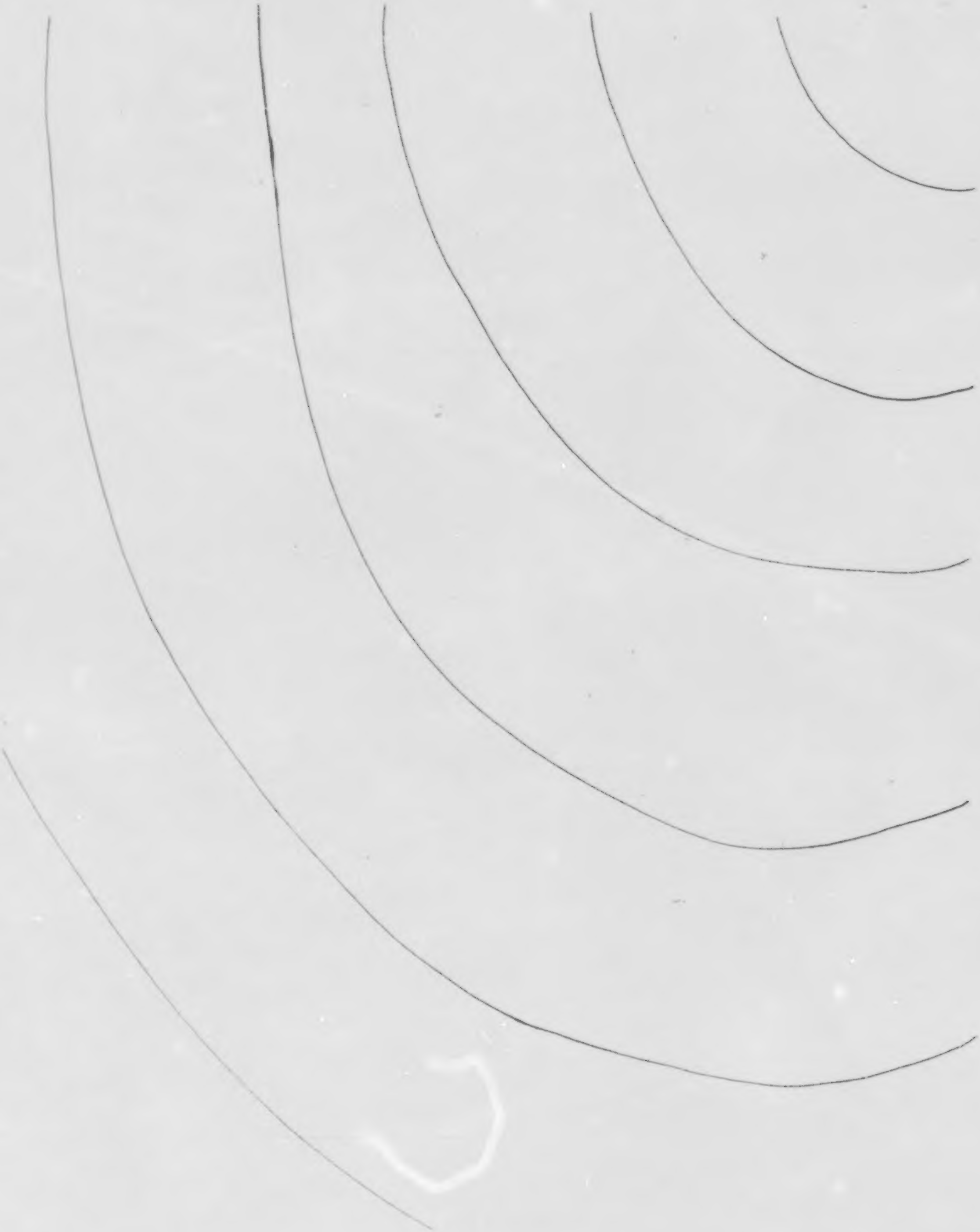
M. Sew corner

N. Sew right side

O. Backtack at end

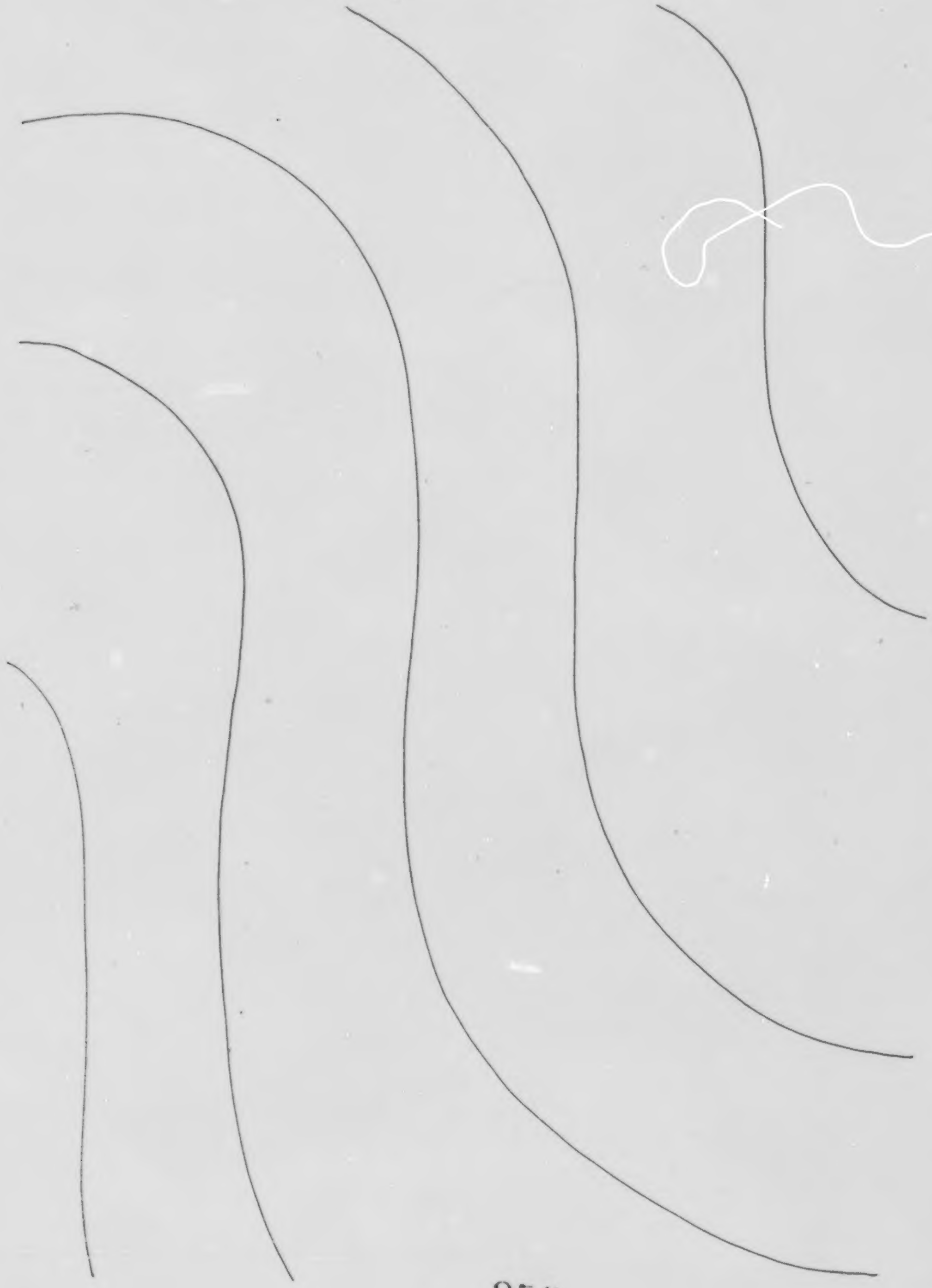
JOB SHEET #7

Practice Sheet #1 for Double Needle Machine



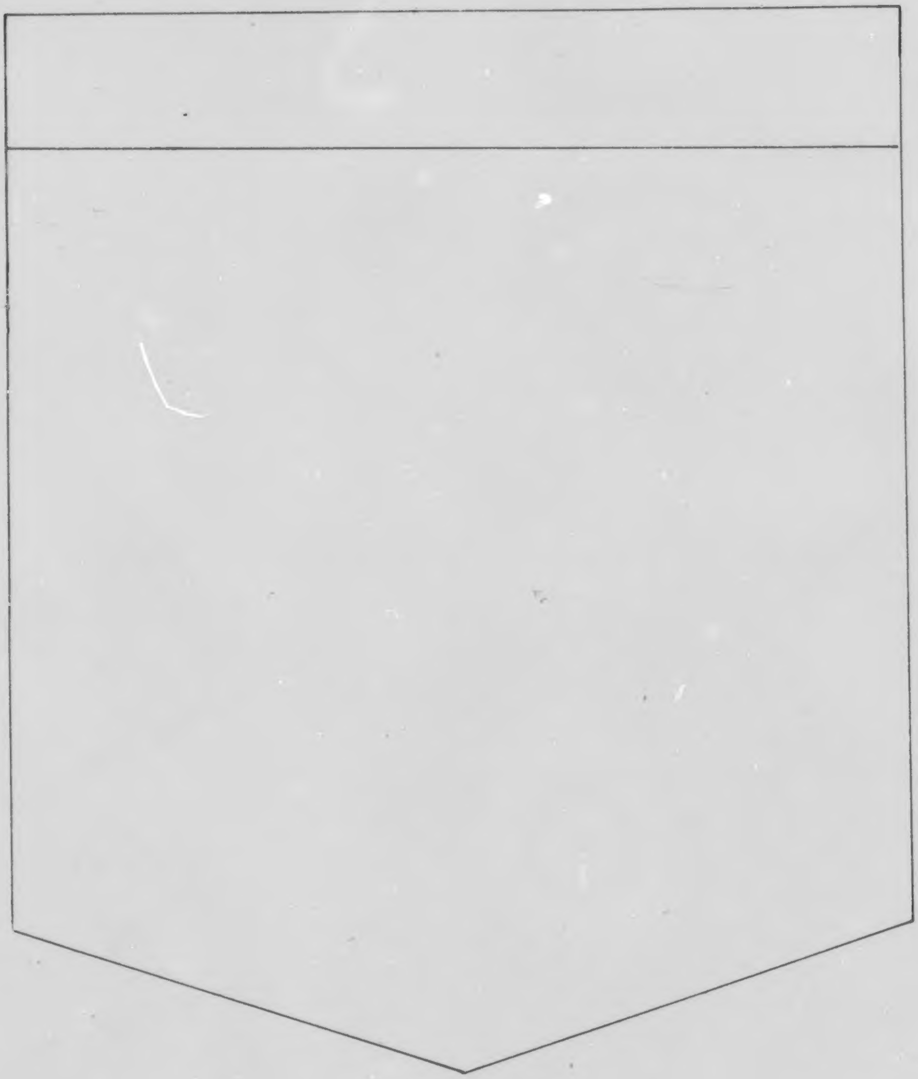
JOB SHEET #7

Practice Sheet #2 for Double Needle Machine

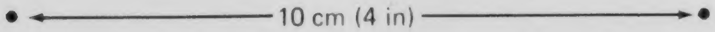


JOB SHEET #7

Pocket Pattern



Pattern for Pocket Placement



NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #8--FELL SEAMS

I. Materials and equipment

   A. Felling sewing machine

   B. Fell seam fold attachments

   C. Fabric scraps with straight edges

   D. Nippers

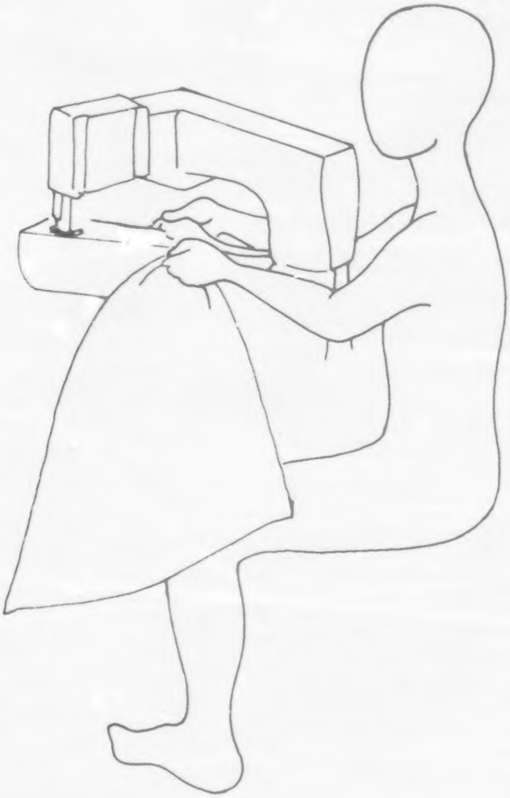
II. Procedure

   A. Position yourself behind machine

   B. Hold one piece of fabric, right side up, in each hand

   C. Place one hand around right side of machine and one around left, holding the fabric scraps (Figure 1)

FIGURE 1



JOB SHEET #8

D. Push fabric into folder until it is full, following directions of arrows (Figures 2 and 3)

FIGURE 2

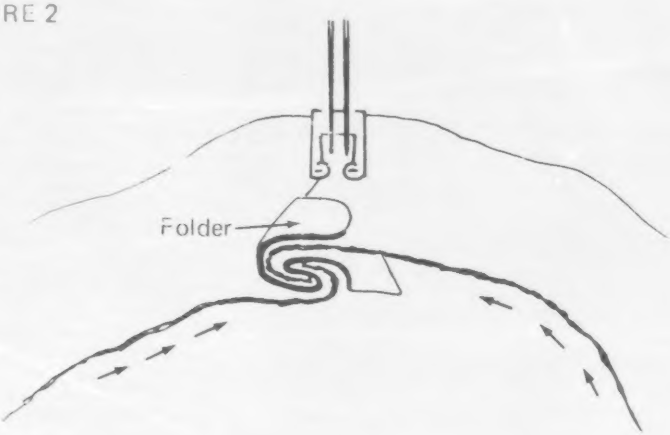
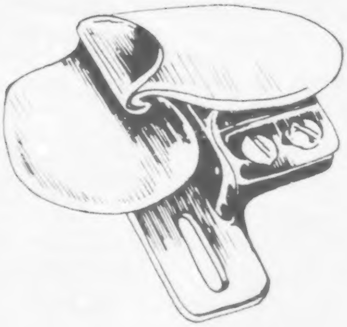


FIGURE 3



E. Push fabric forward through folder until it reaches feed dog and presser foot

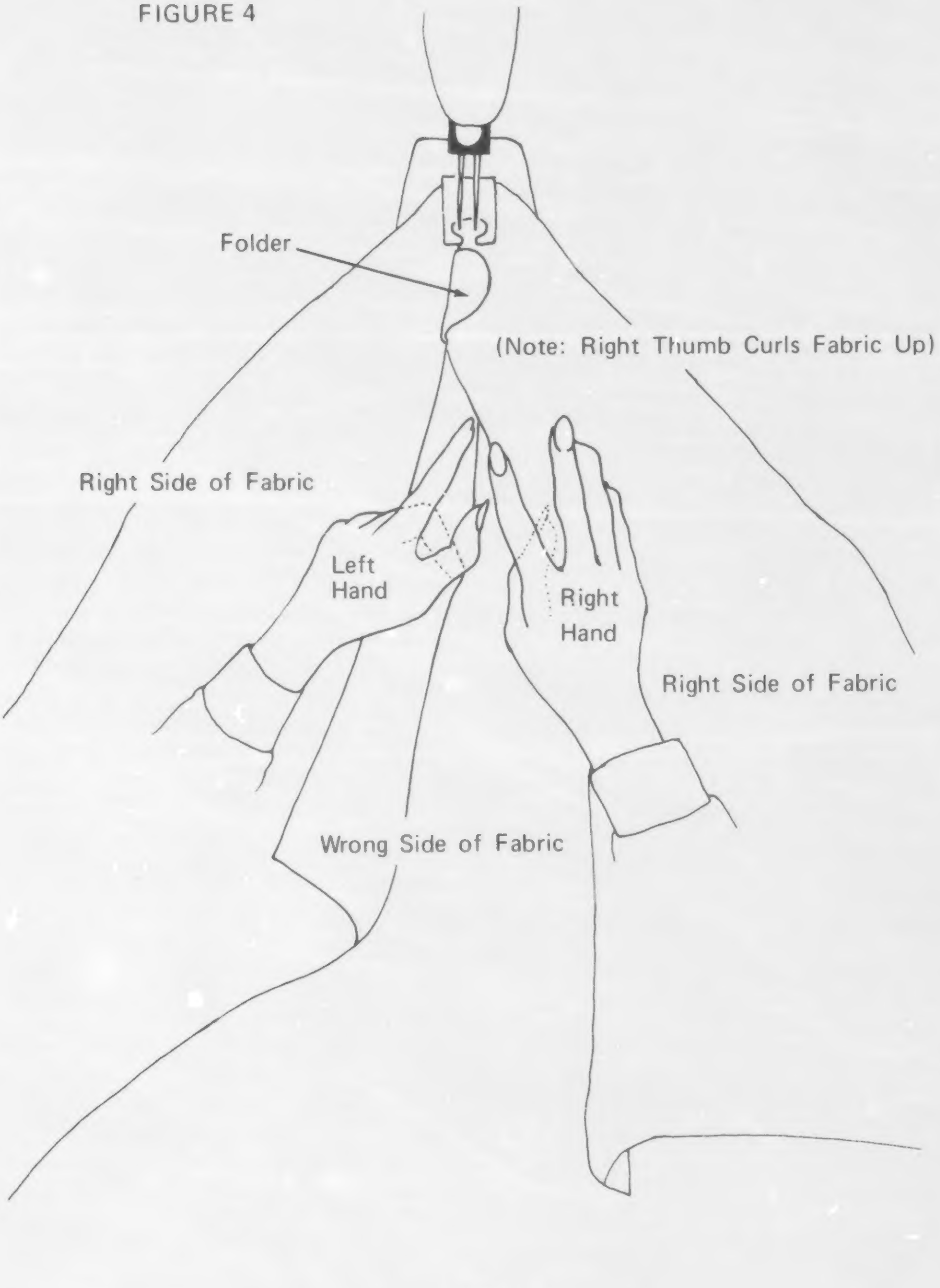
(NOTE: Do not lift presser foot. Feed dog will pull fabric forward when machine is activated.)

F. Sew a few stitches to secure fabric ends

JOB SHEET #8

G. Position hands and fabric as illustrated (Figure 4)

FIGURE 4

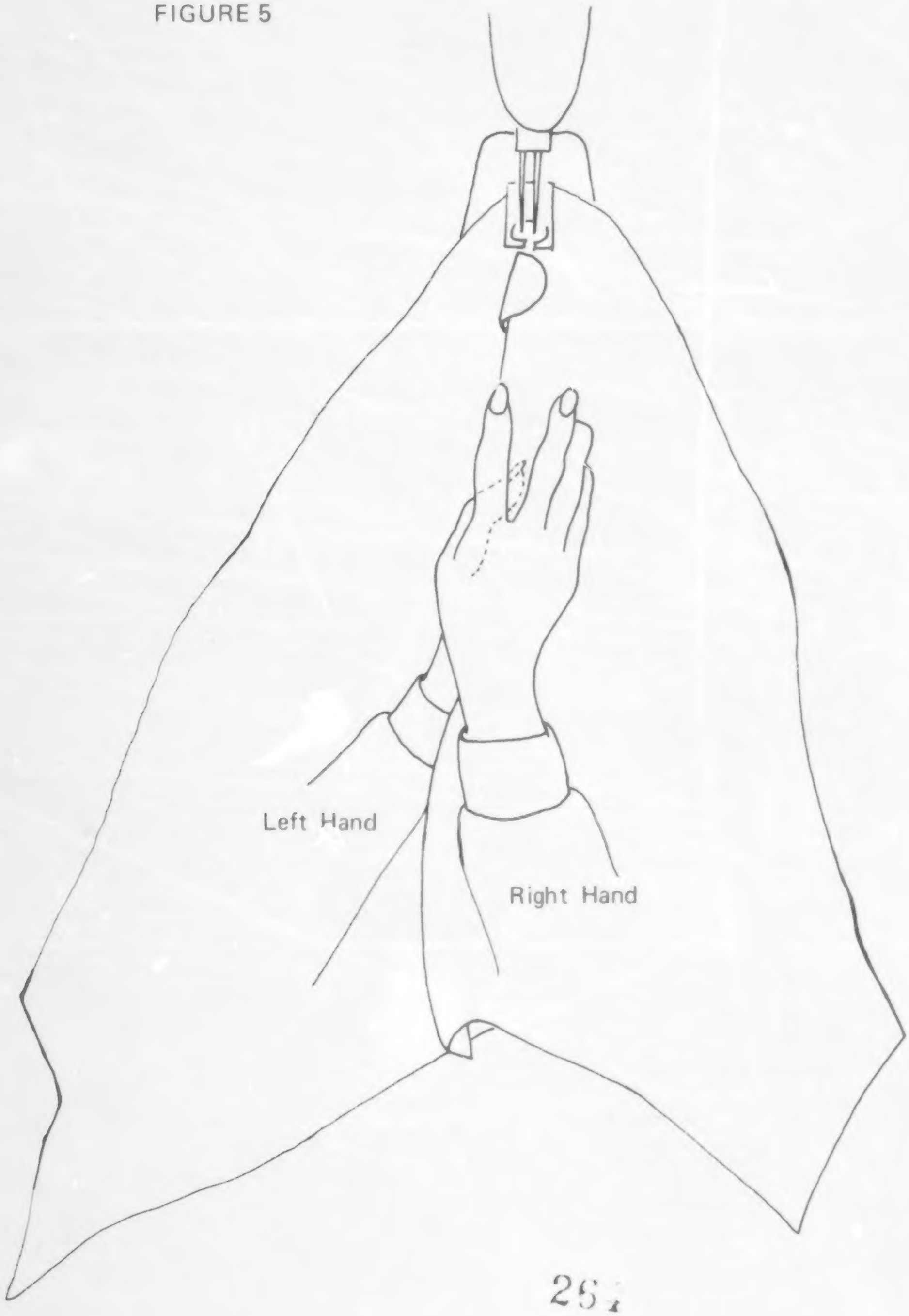

Folder
Right Side of Fabric
Left Hand
Right Hand
Right Side of Fabric
Wrong Side of Fabric

(Note: Right Thumb Curls Fabric Up)

JOB SHEET #8

H. Place right-hand work over left-hand work (Figure 5)

FIGURE 5


Left Hand
Right Hand

JOB SHEET #8

I. Position fabric for a stretch of continuous sewing (about 30.5 to 31 cm or 1 to 2 feet) (Figures 6 and 7)

FIGURE 6

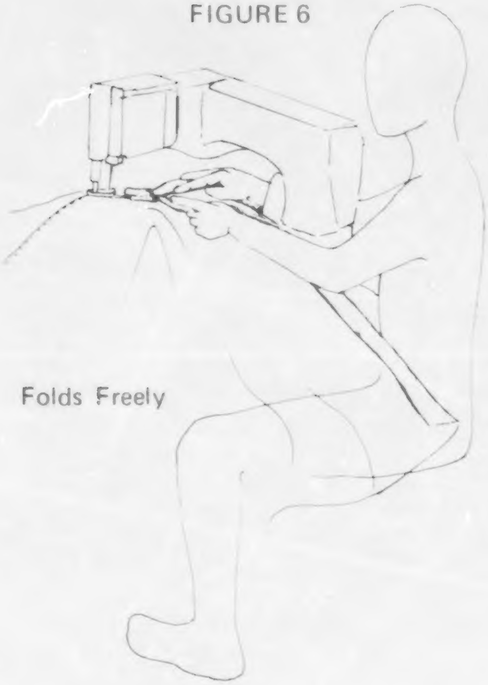
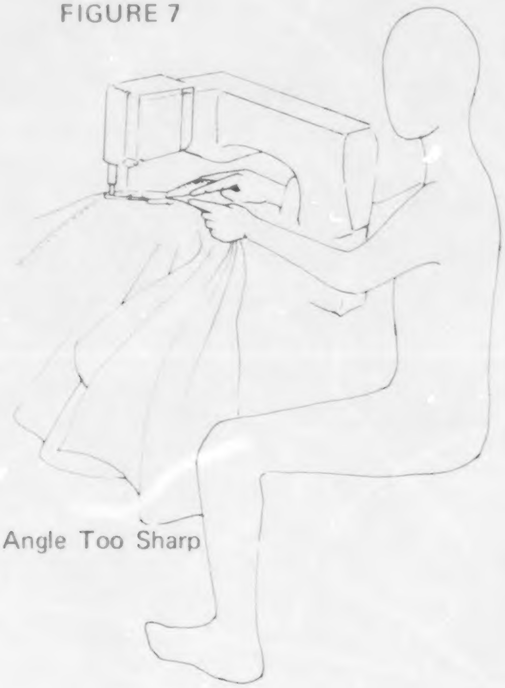


FIGURE 7



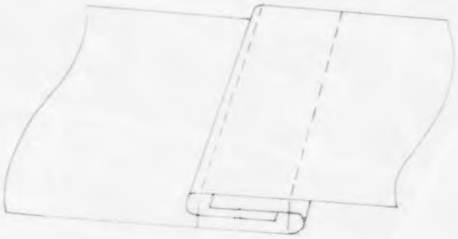
(NOTE: Incorrect position of fabric causes numerous stops to reposition fabric.)

J. Place fingers 7.6 cm (3 in) or more away from folder entrance

K. Press foot treadle

L. Sew remainder of seam (Figure 8)

FIGURE 8



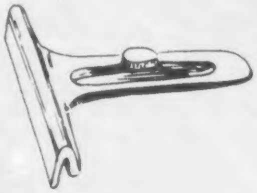
M. Clip threads

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #9--USE WIDTH GAUGE

I. Materials and equipment

  A. Width gauge



  B. Fabric scraps

  C. Single needle machine

II. Procedure

  A. Set gauge on machine

  B. Loosely screw thumbscrew into hole on the right of the presser foot

  C. Measure 5 cm (2 in) from needle hole to edge of gauge

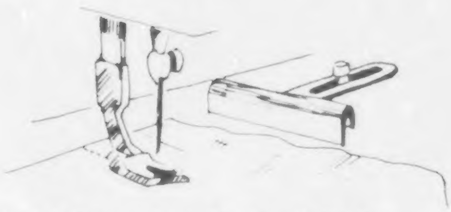
  D. Move gauge so there are 5 cm (2 in) from needle hole to edge of gauge

  E. Tighten screw

  F. Place edge of fabric against gauge

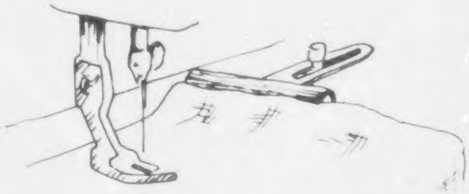
  (NOTE: Be careful not to feed edge of fabric beyond or short of edge of gauge. See Figures 1 and 2.)

FIGURE 1



Material Being Fed Short of Wall

FIGURE 2



Material Being Fed Beyond The Wall

  G. Sew, using the gauge as a guide

NEEDLE TRADE TECHNIQUES
UNIT II

JOB SHEET #10--COORDINATE BODY MOVEMENTS AND MATCH AND POSITION GARMENT PARTS

I. Materials and equipment

A. Paper or fabric patterns, cut

(NOTE: The collar patterns are provided at the end of the job sheet.)

B. Single needle machine

C. Nippers

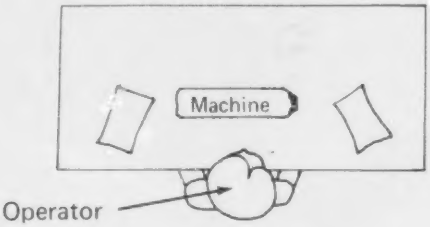
II. Procedure for basic two-piece coordination

A. Place one stack of papers to left of machine (Figure 1)

B. Place the other stack of papers to right of machine (Figure 1)

(NOTE: The closer you place your pieces the faster you can work.)

FIGURE 1



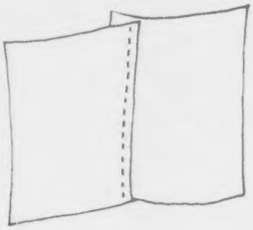
C. Pick up one left and one right paper at the same time

D. Overlap the long edge of the left paper 1.3 cm (1/2 in) over the long edge of the right paper

E. Sew from beginning to end of long edge (Figure 2)

(NOTE: Do not cut threads.)

FIGURE 2



JOB SHEET #10

F. Pick up one left and one right paper at the same time

G. Sew as above, not cutting threads in between

H. Sew remaining stacks using the above steps

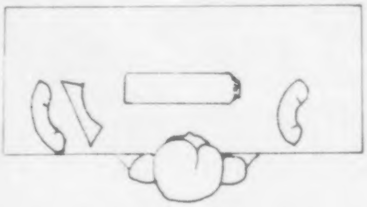
III. Procedure for aligning edges

A. Place one stack of collar stands (curved pieces) on left side of table (Figure 3)

B. Place stack of collars on left side but closer to machine (Figure 3)

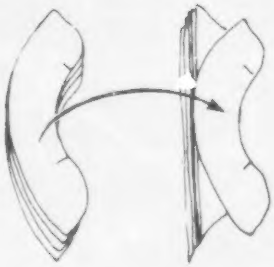
C. Place other stack of collar stands on the right (Figure 3)

FIGURE 3



D. Pick up single ply of left collar stand and place over collar stack (Figure 4)

FIGURE 4



E. Pick up the single ply of collar with a single ply collar stand

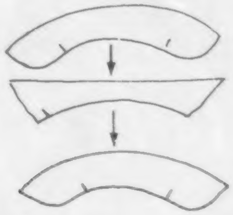
F. Pick up one ply from the right stack of collar stands while picking up these two pieces

JOB SHEET #10

G. Place the right-hand collar stand under the collar (Figure 5)

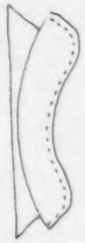
(NOTE: Collar edges should be placed between notches.)

FIGURE 5



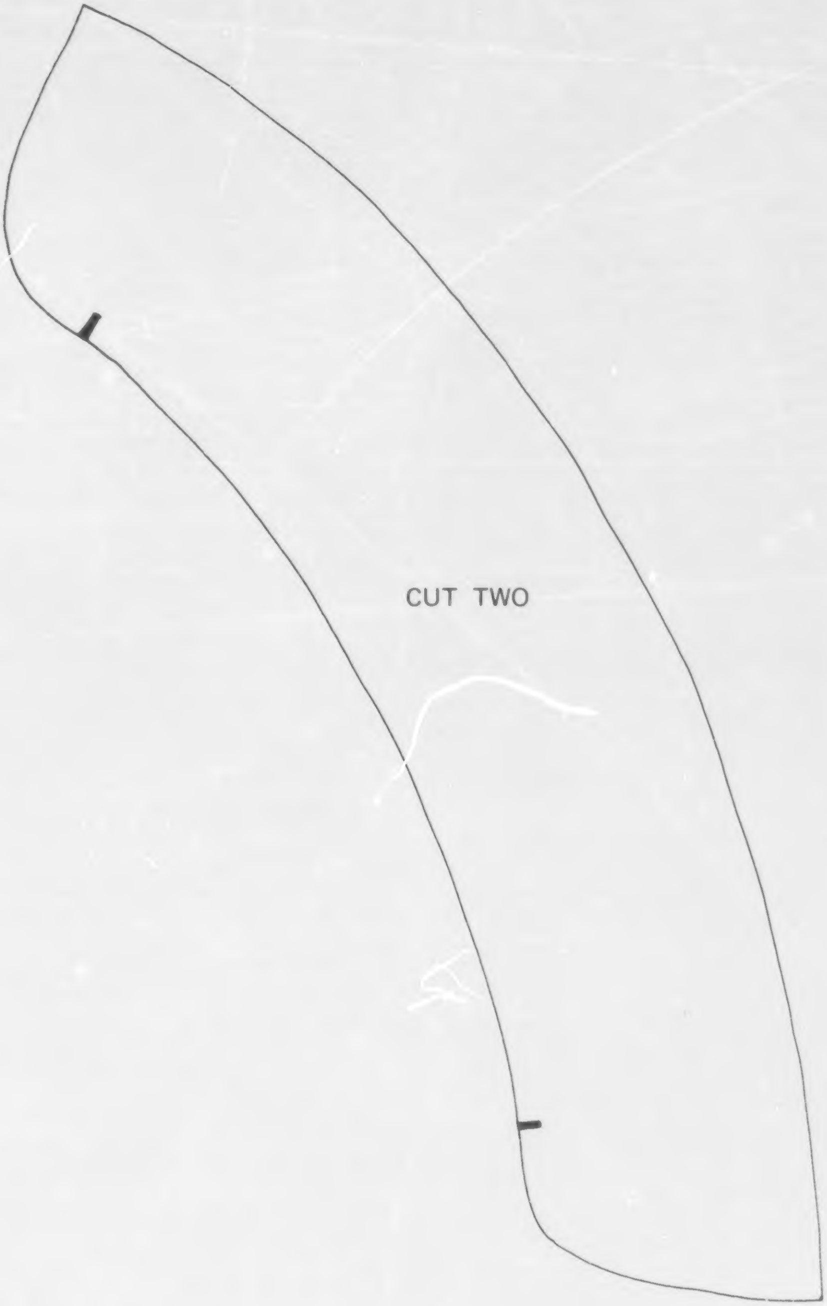
H. Sew curved edge of collar (Figure 6)

FIGURE 6

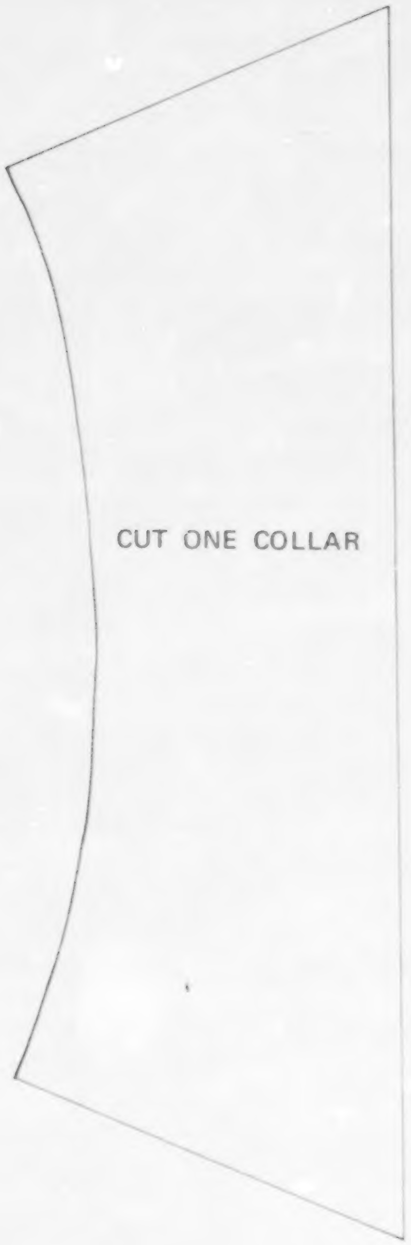


I. Proceed with remaining pieces as above

JOB SHEET #10



JOB SHEET #10


CUT ONE COLLAR

NEEDLE TRADE TECHNIQUES
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided. Terms and definitions are continued on the next page.

_____a. Finger nearest thumb

_____b. Distance between row of stitching and raw or finished edge of fabric

_____c. Having achieved a skill to a satisfactory degree

_____d. Guiding fabric into feed dog area

_____e. Applying pressure with fingers down the length of an open seam

_____f. Narrow seam where two pieces of fabric are joined

_____g. Specific number of specific garment parts in a group

_____h. Tiredness or body stiffness that results from poor posture and/or eye strain

_____i. To fasten down so that it will not move

_____j. Positioning fabric so automatic cutter can cut off threads

_____k. Rounded top of sleeve, usually between two or three notches

_____l. To unlearn old habits and knowledge and to replace them with different methods and knowledge

_____m. Preventing fabric from entering feed area as easily by holding fabric snugly

1. Finger press
2. Sleeve cap
3. Operator fatigue
4. Seam allowance
5. Feeding sewing machine
6. Relearning
7. Forefinger
8. Proficient
9. Bundle
10. Secure
11. Hand tension
12. Chain off
13. Seam splice

______n. Metal device that folds fabric fed into it

______o. Slight fullness worked into fabric ply

______p. Right angle; L-shaped angle

______q. Attachment used to maintain uniform seam width

______r. Point around which something turns

______s. To start machine sewing

______t. Expected minimum amount of pieces to be sewn within a one-hour time period

14. Ease
15. Folder
16. Activate
17. Quota
18. Gauge
19. Pivot
20. 90° angle

2. Select from the list below ways needle trade supplies and techniques differ from home sewing supplies and techniques. Place an "X" in the appropriate blanks indicating supplies and techniques common to the needle trades.

______a. Basting

______b. Outward notches

______c. Hand sewing

______d. Stay stitching

______e. Scissors

______f. Pins

______g. Clipping curves

______h. 1.5 cm (5/8 in) seam allowance

______i. Little or no pressing

______j. Knee-operated presser foot

______k. Marking with drill holes or florescent ink and small cuts in fabric edge

______l. Increased speed

______m. Increased repetition

______n. Additional and more elaborate equipment and attachments

______o. Preshrinking of fabric

3. List four causes of operator fatigue.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Select from the list below guidelines for feeding fabric through manual folding attachments. Place an "X" in the appropriate blanks.

______a. Feed fabric in line with folder; do not lean too far to the left or right

______b. Feed all folders with the right side of fabric face up

______c. Feed all bundles through folder in basically the same way

______d. Let the folder do its job; do not attempt to fold fabric for folder

______e. Feed the correct amount of fabric into the folder

______f. Hold fabric slightly to your right to make the job easier and to make a nicer end product

______g. Hold your fingers very close to the entrance of the folder

______h. Feed folder with correct hand tension on both bottom and top of fabric

5. Select from the list below guidelines for feeding fabric through automatic folding attachments. Place an "X" in the appropriate blanks.

______a. Feed all bundles through folder in basically the same way

______b. Feed all folders with the right side of fabric face up

______c. Be sure fabric is cut correctly for folder

______d. Learn to estimate amount of fabric remaining on folding device

______e. Do not make adjustments when shade and/or color of fabric change

______f. Be sure splices are placed correctly

6. State rules for unraveling a chain stitch.

a. ______________________________

b. ______________________________

7. Calculate factory math problems.

8. Interview needle trade employee.

9. Compare needle trade career to other careers.

10. Demonstrate the ability to:

    a. Adjust work environment to avoid operator fatigue.

    b. Operate single needle lockstitch or chainstitch machine.

    c. Estimate seam allowance.

    d. Unravel chain stitch.

    e. Operate sergestitch machine.

    f. Operate blindstitch hemmer.

    g. Operate double needle machine.

    h. Fell seams.

    i. Use width gauge.

    j. Coordinate body movements and match and position garment parts.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

NEEDLE TRADE TECHNIQUES
UNIT II

ANSWERS TO TEST

1.
   - a. 7
   - b. 4
   - c. 8
   - d. 5
   - e. 1
   - f. 13
   - g. 9
   - h. 3
   - i. 10
   - j. 12
   - k. 2
   - l. 6
   - m. 11
   - n. 15
   - o. 14
   - p. 20
   - q. 18
   - r. 19
   - s. 16
   - t. 17

2. i, j, k, i, m, n

3. Any four of the following:
   - a. Poorly lighted area
   - b. Incorrect height of chair
   - c. Incorrect position of treadle
   - d. Incorrect position of knee lift
   - e. Improper position of work
   - f. Poor posture

4. a, d, e, h

5. c, d, f

6.
   - a. Unravel from opposite direction of feed
   - b. Pull looper thread out of top thread loop

7. Evaluated to the satisfaction of the teacher

8. Evaluated to the satisfaction of the teacher

9. Evaluated to the satisfaction of the teacher

10. Performance skills evaluated to the satisfaction of the teacher

CUTTING ROOM OPERATIONS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan a marker and spread, cut, and bundle a garment. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with cutting room operations to the correct definitions.
2. Identify tools used in the cutting room.
3. Identify basic parts of the round and straight blade cutting knives.
4. Identify basic parts of the hot drill.
5. Match cutting room tools to their correct functions.
6. Select from a list common fabric flaws and problems.
7. Discuss ways to spread three special fabrics.
8. Select from a list factors restricting number of plies to be cut.
9. Match bundle card parts to the correct definitions.
10. List considerations used in determining what makes a bundle.
11. Select from a list responsibilities of a bundle aide.
12. Demonstrate the ability to:
    a. Plan a marker.
    b. Spread fabric.
    c. Splice fabric.
    d. Operate cutting knife.
    e. Bundle a garment.
    f. Shade mark or number a bundle.

CUTTING ROOM OPERATIONS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

   A. Provide student with objective sheet.

   B. Provide student with information and job sheets.

   C. Discuss unit and specific objectives.

   D. Make transparencies.

   E. Discuss information sheet.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Provide student with miniature pattern pieces to participate in Job Sheet #1 if there are not enough actual job experiences available in the classroom.

   H. Use awl to drill dart and pocket markings if regular industrial drill is not available.

   I. Use hand notcher for marking in seam allowance if using round blade knife.

   J. Give test.

   K. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Transparency master: TM 1--Parts of the Bundle Card

   D. Job sheets

      1. Job Sheet #1--Plan a Marker

      2. Job Sheet #2--Spread Fabric

      3. Job Sheet #3--Splice Fabric

      4. Job Sheet #4--Operate Cutting Knife

   5. Job Sheet #5--Bundle a Garment
   6. Job Sheet #6--Shade Mark or Number a Bundle

E. Test

F. Answers to test

III. Unit references:

A. *The Needle's Eye.* August-September, 1977. Union Special Corporation, 404 N. Franklin, Chicago, IL 60610.

B. *Bobbin.* December, 1976. Bobbin Publications, Inc., 1110 Shop Rd., Columbia, SC 29202.

IV. Additional reference--*Manual of Standard Fabric Defects in the Textile Industry.* Graniteville, South Carolina: Graniteville Company, 1975.

CUTTING ROOM OPERATIONS
UNIT III

INFORMATION SHEET

I. Terms and defintiions

A. Nap--Surface of raised or brushed short fibers that lay in one direction

Examples: Animal fur, corduroy, velvet

B. Dye lot--All fabrics and fibers that were dyed in the same solution at the same time

C. Straight of grain--Following the direction of the fabric yarns

(NOTE: Crosswise yarns are called the *woof* and lengthwise yarns are called the *warp*.)

D. Bundle--Specific number of specific garment parts in a group

E. Bundling--Process of sorting and tying together garment parts

F. Marker--Large paper with a pattern piece arrangement duplicated on it

G. Underlay paper--Paper laid between cutting table and bottom ply of fabric

H. Piece good mill--Place where fabric is woven or knitted

I. Bolt--Length of fabric rolled onto a long, narrow, spiral cardboard tube

(NOTE: Sometimes *bolt* refers to just the empty cardboard tube.)

J. Selvage--Finished edge along the length of the fabric

K. Ply--One layer of fabric

L. Marker splice--Section on a marker used when overlapping fabric ends; determined by a brief interlocking of pattern parts

M. Pickup--Amount of overlap necessary to "pick up" all garment parts in the splice

N. Clock number--Individual number assigned to each employee

O. Fluid fabrics--Those fabrics that are very slippery

Examples: Jersey, silk, nylon

INFORMATION SHEET

P. Hot drill--Long, narrow needle that is heated to pierce fabric easily; used to mark darts, pocket placement, and belt loops

Q. Fluid drill--Long, narrow, piercing needle that leaves traces of flourescent liquid for marking darts, pocket placement, and belt loops; invisible unless observed under a black light

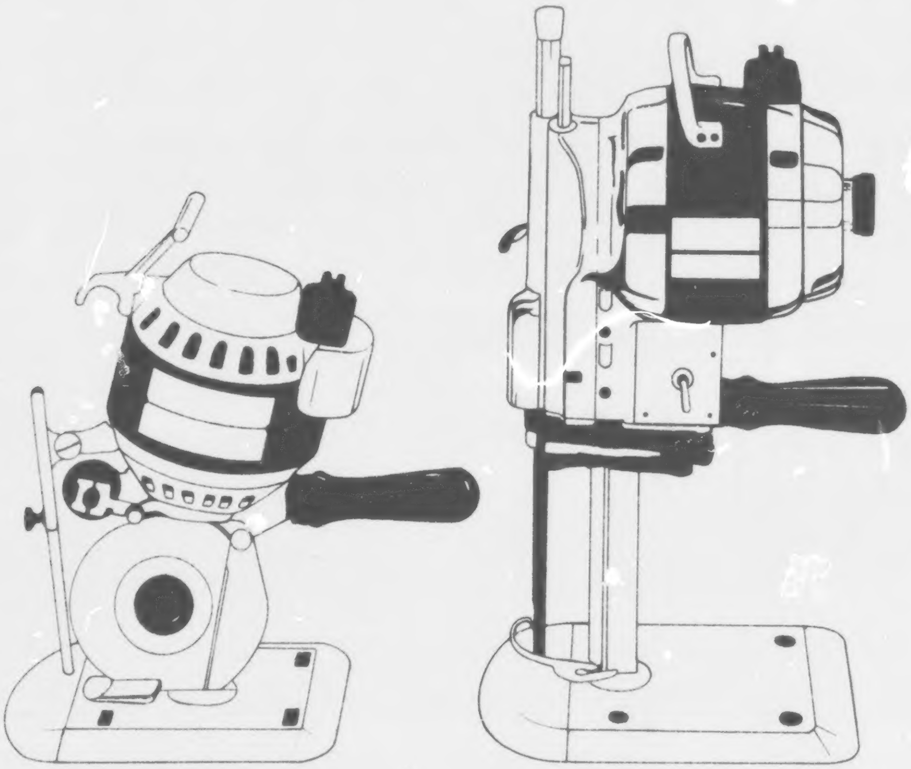
R. Shaded garment--When pieces of a sewn garment seem to vary in color

(NOTE: This may be caused by using a variety of plys in one garment or by a variety of directions of nap.)

S. Shade marking or numbering--Marking garment parts in order to distinguish one ply from another

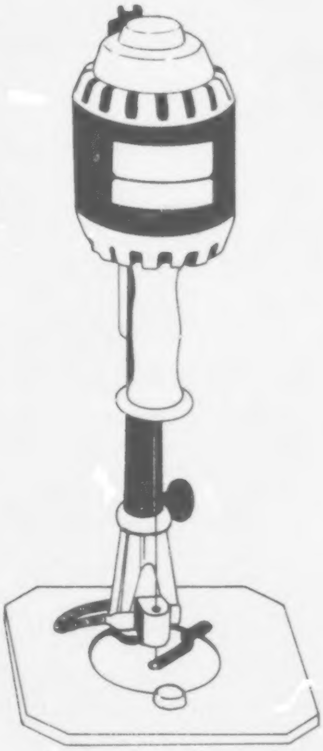
II. Tools used in the cutting room

A. Cutting knives

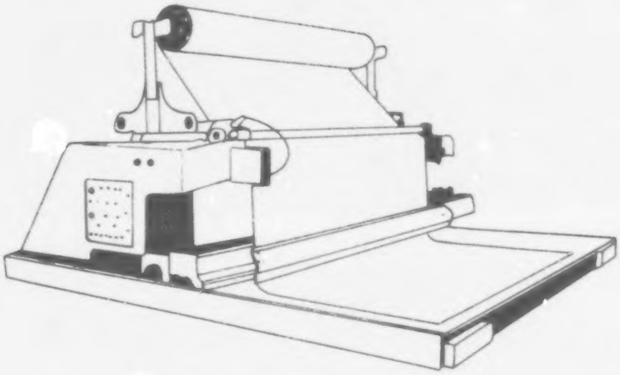


INFORMATION SHEET

B. Drill

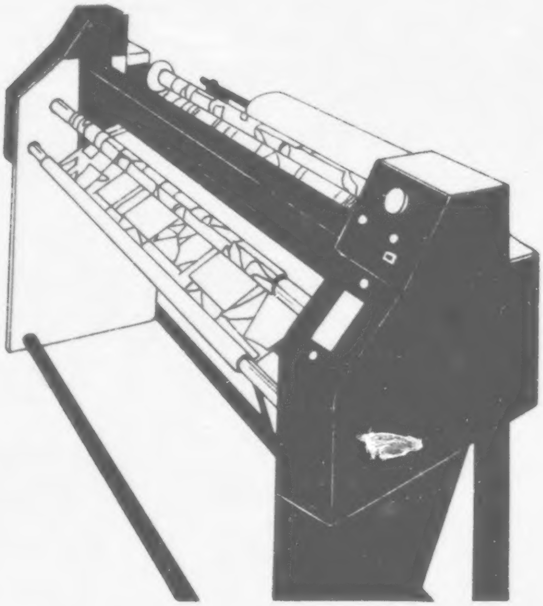


C. Fabric spreader

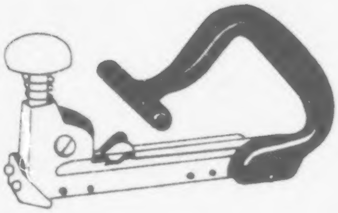


INFORMATION SHEET

D. Marker duplicator

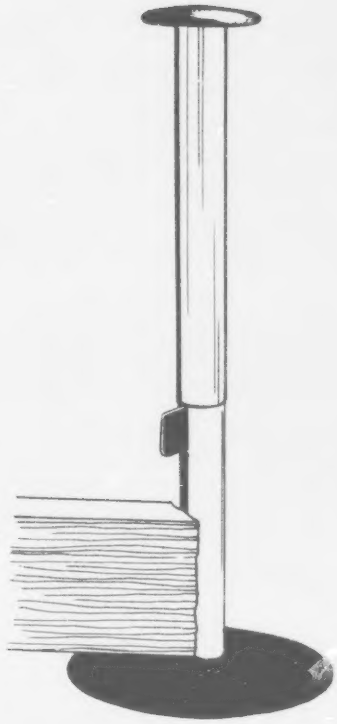


E. Tacker

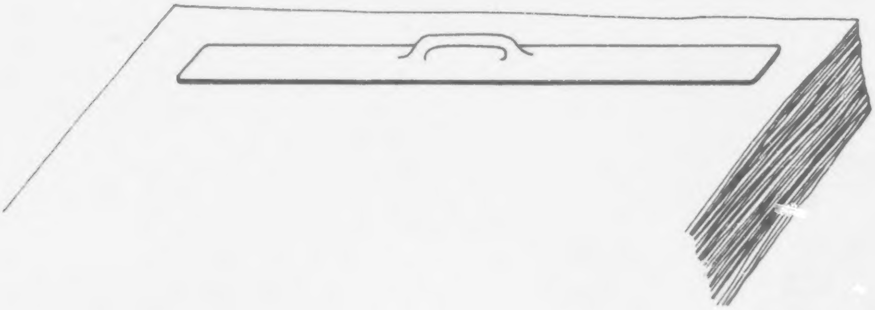


INFORMATION SHEET

F. Hand notcher



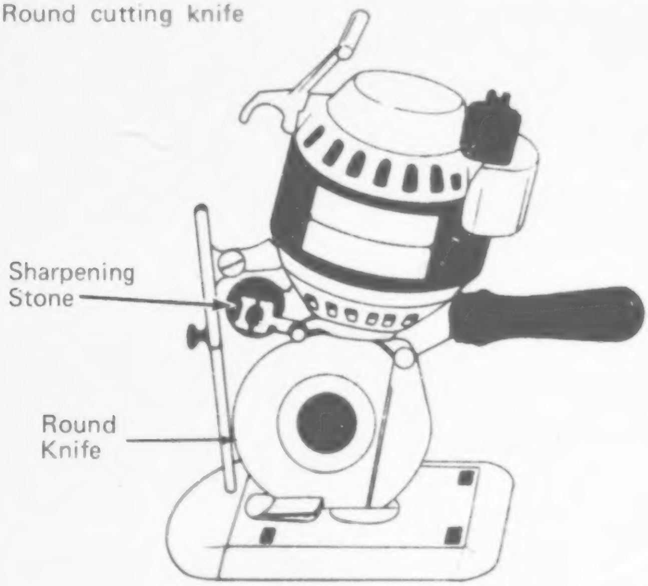
G. Cloth weight



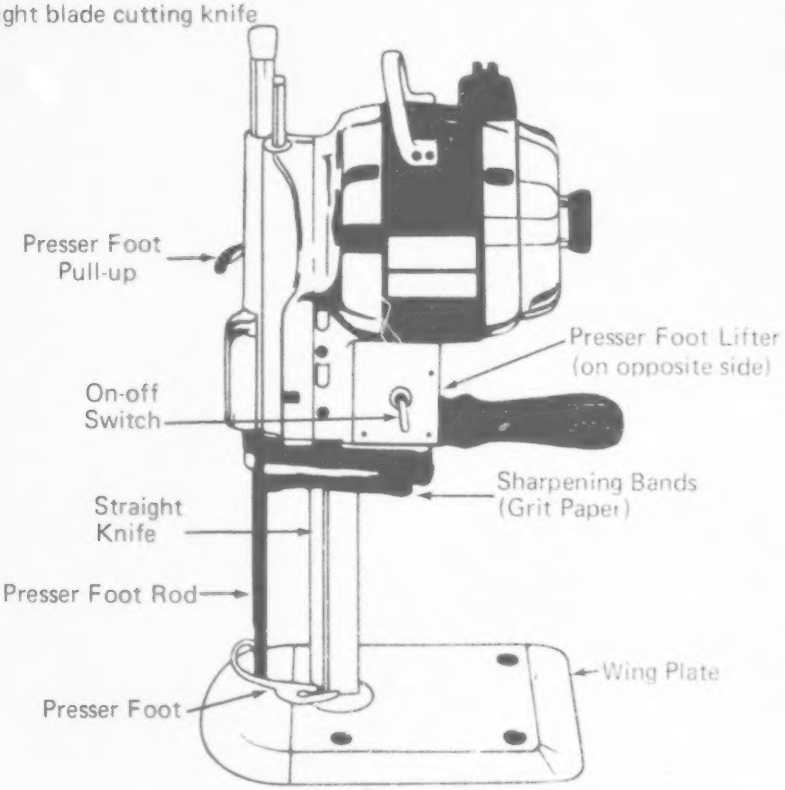
INFORMATION SHEET

III. Basic parts of the round and straight blade cutting knives

A. Round cutting knife

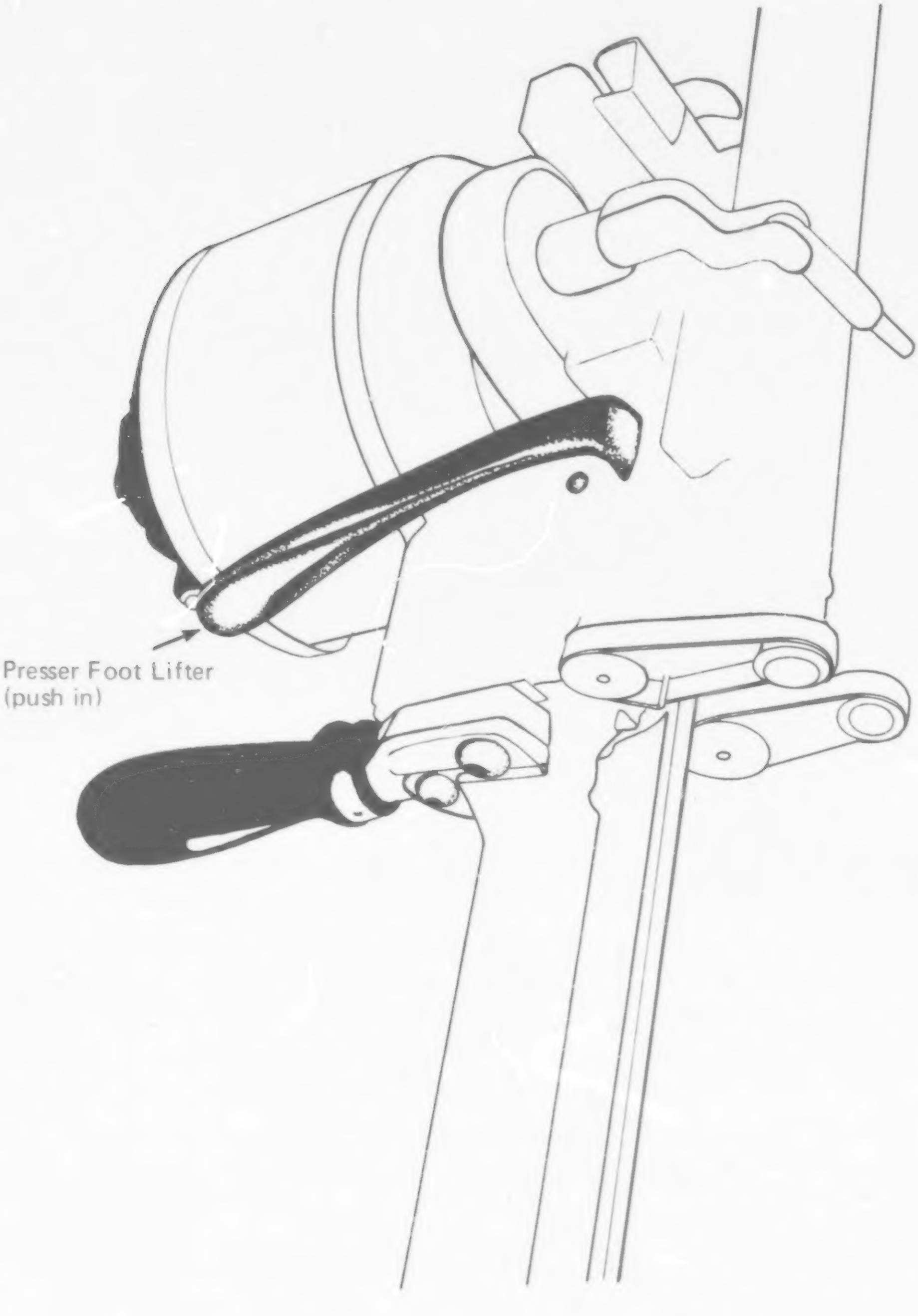

Sharpening Stone
Round Knife

B. Straight blade cutting knife


Presser Foot Pull-up
Presser Foot Lifter (on opposite side)
On-off Switch
Sharpening Bands (Grit Paper)
Straight Knife
Presser Foot Rod
Wing Plate
Presser Foot

INFORMATION SHEET

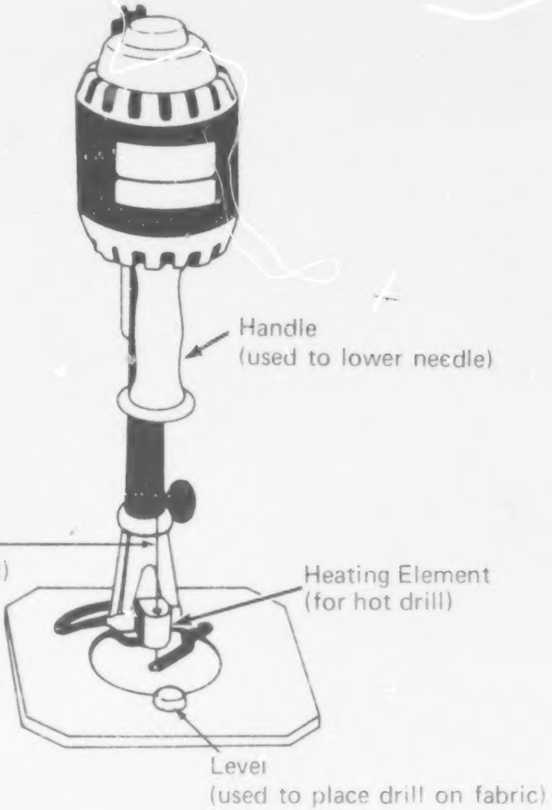
C. Underside view of straight blade cutting knife


Presser Foot Lifter
(push in)

INFORMATION SHEET

IV. Basic parts of the hot drill

(NOTE: The fluid drill has the same basic parts except there is no heating element.)


Handle
(used to lower needle)
Needle
(used to pierce fabric)
Heating Element
(for hot drill)
Lever
(used to place drill on fabric)

V. Cutting room tools and their functions

A. Cutting knife--Used to cut several plies of fabric

B. Drill--Used to drill holes in fabric for guidelines in sewing

Examples: Darts, pockets

C. Fabric spreader--Used to aid in the ease of spreading fabric; has wheels to roll quickly from one end of cutting table to the other; may have knife to cut fabric at end of marker

D. Marker duplicator--Saves time by making additional markers from original plan

INFORMATION SHEET

E. Pattern tacker--Staples marker to fabric

(NOTE: On certain fabrics, staples are put in the seam allowance to prevent snagging.)

F. Cloth weight--Used to hold fabric flat when spreading

VI. Common fabric flaws and problems

(NOTE: Often these are reasons fabric bolts are sent back to the mill.)

A. Nap runs in variety of directions

B. Stretch in a knit is in the wrong direction

C. Variety in lot colors

D. Crooked design on fabric

E. Runners

(NOTE: This happens in both knit and woven fabrics.)

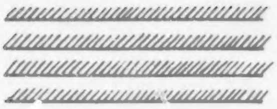
F. Incorrect width of fabric

G. Streaks or improper dye

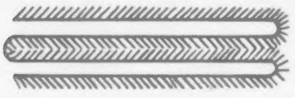
VII. Spreading special fabrics

A. Napped and one-way designs

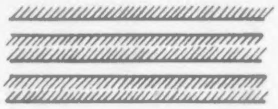
1. Fabric must be cut at ends and rerolled from same beginning point so that the nap will run in one direction



Correct--All nap runs same direction



Incorrect--Nap runs in two directions

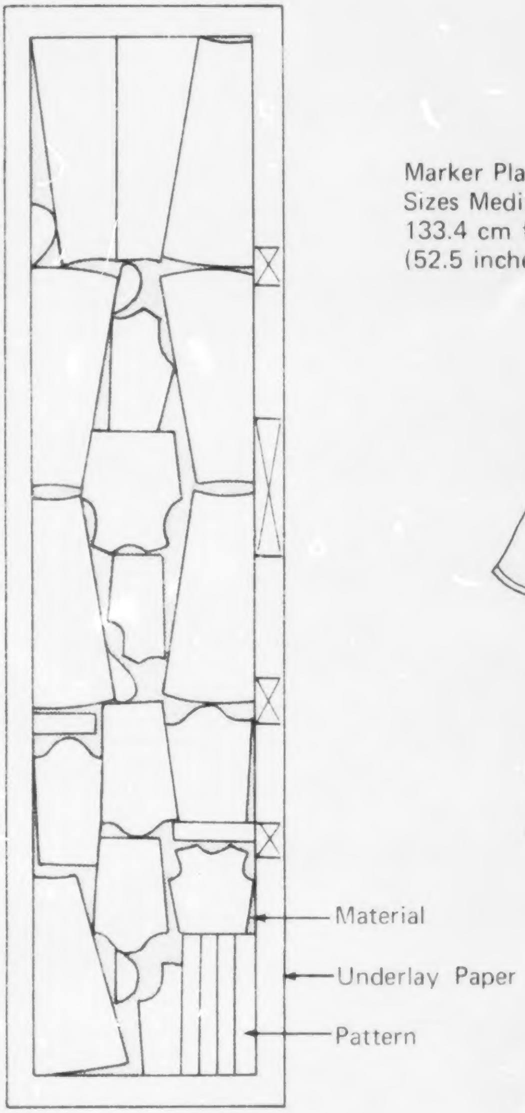


Incorrect--Cut but not rerolled from same beginning spot; nap runs in two directions

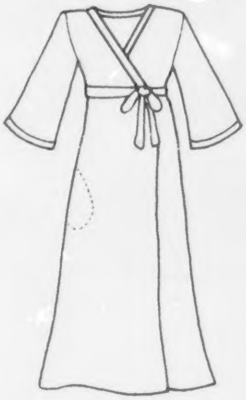
INFORMATION SHEET

3. Marker must be planned so that all pattern pieces are going the same nap direction for each individual garment

(NOTE: All pieces for each individual garment should be going either up or down the grain as long as there is a consistency in direction.)



Marker Plan with Nap
Sizes Medium and Large
133.4 cm for 137.2 cm fabric
(52.5 inches for 54 inch fabric)



(NOTE: Size large is placed in one nap direction while medium pattern pieces are placed in the opposite direction.)

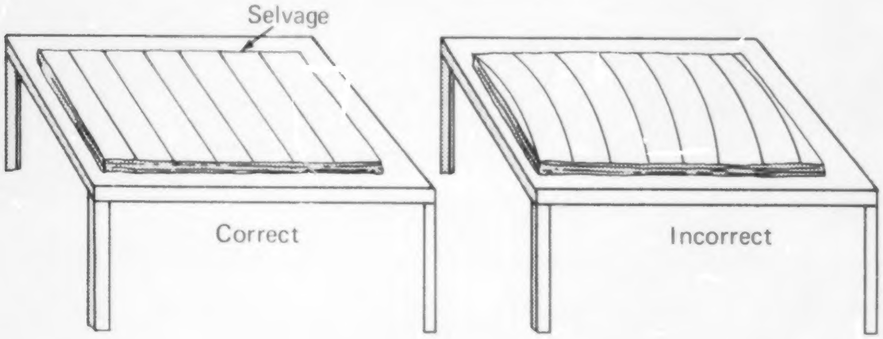
INFORMATION SHEET

B. Quilted--Laid the same as regular fabrics only with fewer plies because of thickness

C. Striped or plaid

1. Match stripes and plaids at selvages

2. Straighten stripes and plaids as they go across table



VIII. Factors restricting number of plies to be cut

(NOTE. The degree of accuracy generally goes down as the plies pile higher.)

A. Depth of cutting knife

B. Thickness of fabric

Example: Quilted vs jersey

C. Amount needed to fill order

D. Stability of fabric

(NOTE: Some fluid fabrics tend to move while cutting if piled too high; this causes distortion in pattern piece.)

X. Bundle card parts and definitions (Transparency 1)

A. Bundle number--Used to distinguish one set of garments from another

B. Style number--Number given to the design (pattern) used

C. Cutting table number--Used to identify the pieces that were cut together on the same table

D. Dye lot number and color--Used to distinguish bundles with different dye lots and different colors

INFORMATION SHEET

E. Number of plies--Amount of single layers of fabric

F. Piece rate--Specific amount paid for each single job done

G. Detaching line--Where single bundle unit is separated from whole card for the purpose of tying it on to a bundle

H. Operation number--Identifies job by number rather than by words

(NOTE: Machine operators know their operation numbers. The numbers do not change with style or fabric, i.e. a particular style of zipper always has the same number.)

I. Space--Place for person who does operation to write clock number

(NOTE: If operators do not fill in space, they will be warned, sent home for a few days, or fired.)

J. Ticket--Detached if perforated or cut off with nippers by operator and then placed on gummed card to keep track of number and cost of bundles sewn

X. Considerations used in determining what makes a bundle

A. Similarity in size, color, and style

B. Customer order (consumer demand)

C. Convenience in handling

(NOTE: Some bulky fabrics are bundled in smaller groups for easier handling.)

D. Similarity of sewing operations

Examples: Back and front yoke may be bundled together if both require darts; facings and sleeves may be bundled together if both must be overedged

XI. Responsibilities of bundle aide

(NOTE: These responsibilities may change from industry to industry.)

A. Responds to request of operator in need of additional work

(NOTE: Operator is usually not encouraged to get up from seat.)

B. Retrieves correct bundle piece for needed work

(NOTE: This involves making bundles by number, style, size, quantity, and color.)

INFORMATION SHEET

C. Picks up finished operation and moves bundle back to storage or onto next operation

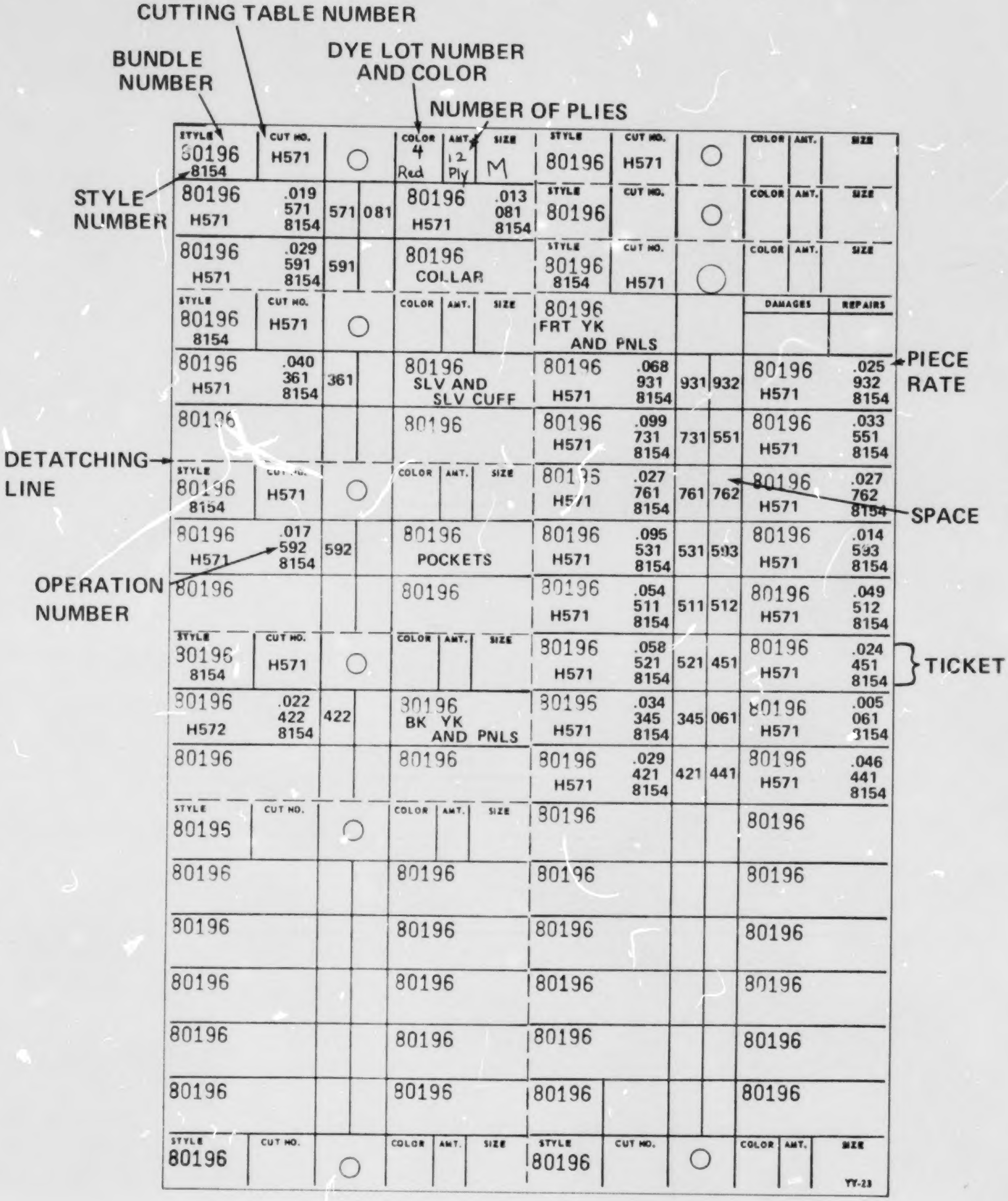
D. Is able to see work

(NOTE: Most bundle aides are summoned by the operator when the operator turns on a light or raises a hand.)

E. Picks up thread, fabric scraps, garment parts, and paper from floor

F. Does general household tasks

Parts of the Bundle Card


CUTTING TABLE NUMBER
BUNDLE NUMBER
DYE LOT NUMBER AND COLOR
NUMBER OF PLIES
STYLE NUMBER
PIECE RATE
DETATCHING LINE
SPACE
OPERATION NUMBER
TICKET

STYLE 80196 8154	CUT NO. H571	○	COLOR 4 Red	AMT. 12 Ply	SIZE M	STYLE 80196	CUT NO. H571	○	COLOR	AMT.	SIZE
80196 H571	.019 571 8154	571	081	80196 H571	.013 081 8154	STYLE 80196	CUT NO.	○	COLOR	AMT.	SIZE
80196 H571	.029 591 8154	591		80196 COLLAR		STYLE 80196 8154	CUT NO. H571	○	COLOR	AMT.	SIZE
STYLE 80196 8154	CUT NO. H571	○	COLOR	AMT.	SIZE	80196 FRT YK AND PNLS				DAMAGES	REPAIRS
80196 H571	.040 361 8154	361		80196 SLV AND SLV CUFF		80196 H571	.068 931 8154	931	932	80196 H571	.025 932 8154
80196				80196		80196 H571	.099 731 8154	731	551	80196 H571	.033 551 8154
STYLE 80196 8154	CUT NO. H571	○	COLOR	AMT.	SIZE	80196 H571	.027 761 8154	761	762	80196 H571	.027 762 8154
80196 H571	.017 592 8154	592		80196 POCKETS		80196 H571	.095 531 8154	531	593	80196 H571	.014 593 8154
80196				80196		80196 H571	.054 511 8154	511	512	80196 H571	.049 512 8154
STYLE 80196 8154	CUT NO. H571	○	COLOR	AMT.	SIZE	80196 H571	.058 521 8154	521	451	80196 H571	.024 451 8154
80196 H572	.022 422 8154	422		80196 BK YK AND PNLS		80196 H571	.034 345 8154	345	061	80196 H571	.005 061 8154
80196				80196		80196 H571	.029 421 8154	421	441	80196 H571	.046 441 8154
STYLE 80195	CUT NO.	○	COLOR	AMT.	SIZE	80196				80196	
80196				80196		80196				80196	
80196				80196		80196				80196	
80196				80196		80196				80196	
80196				80196		80196				80196	
80196				80196		80196				80196	
STYLE 80196	CUT NO.	○	COLOR	AMT.	SIZE	STYLE 80196	CUT NO.	○	COLOR	AMT.	SIZE YY-23

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #1--PLAN A MARKER

I. Materials and equipment

  A. Marker paper

  B. Pattern pieces

  C. Ink pen

II. Procedure

  A. Consider the nature of the fabric, i.e. napped or striped

  B. Measure the width of the fabric and plan for the marker to be smaller to allow for selvage and width variation from bolt to bolt

  (NOTE: How much smaller depends upon the practice of the individual industry. It can be anywhere from 6 mm [1/4"] to several centimeters [inches].)

  C. Check with supervisor to discuss the sizes and patterns that need to be planned

  D. Place large pattern pieces on marker first

  E. Shift grainline slightly, if necessary, to conserve on fabric waste

  F. Recheck constantly for correct placement of nap or stripes

  G. Place pattern pieces as close together as possible without overlap

  (NOTE: 2.54 cm [one inch] of wasted space on a marker will be 182.88 cm [72 in] of wasted fabric on a 72 ply cutting.)

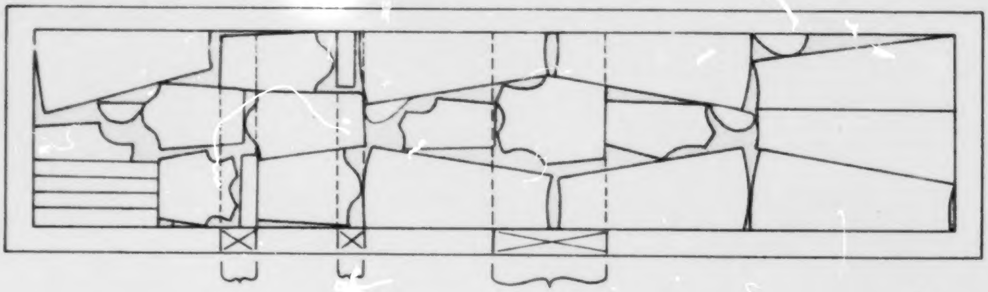
  H. Plan marker splice

  (NOTE: Rearrange pieces if necessary.)

JOB SHEET #1

1. Find a place on the layout where all pieces in an area interlock a short distance from each other (Figure 1)

FIGURE 1

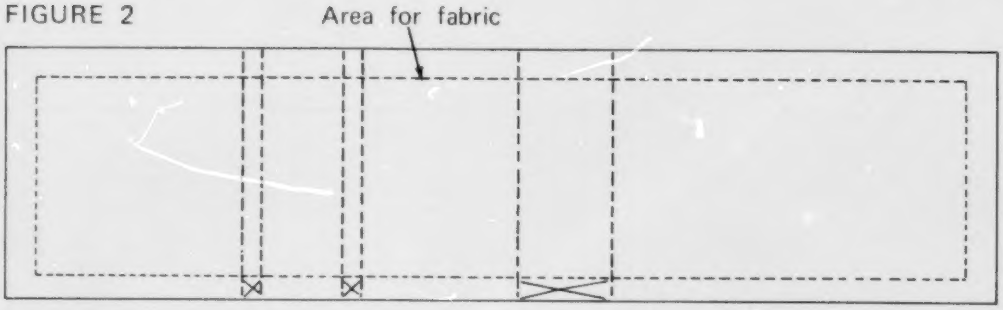


(NOTE: The more length there is to the pick-up area the more waste there is.)

2. Mark beginning and ending of this area with a perpendicular line (Figure 1)

3. Place an *X* between these lines but outside the layout area (Figure 2)

FIGURE 2



I. Plan a marker splice as needed

(NOTE. Rearrange pieces if necessary.)

JOB SHEET #1

J. Check to see that all pattern pieces are on marker

K. Label each pattern piece that is traced with size and pattern number

L. Date and initial marker in corner

M. Roll up marker for storage

(NOTE: This is a permanent original copy and is to be run through the marker duplicator when needed throughout the season.)

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #2--SPREAD FABRIC

I. Materials and equipment

   A. Fabric spreader

   B. Underlay paper

   C. Cutting table

   D. Fabric weight

   E. Tissue paper

   F. Bolts of fabric

   G. Scissors

      (NOTE: These are used if you do not have an automatic cutting knife on your spreader.)

   H. Yardstick

   I. Tacker

II. Procedure

   A. Clear off table

   B. Cover table with underlay paper

      (NOTE: This will make it easier to slide the knife around.)

   C. Place marker paper onto underlay paper and draw all marker splices onto underlay paper

   D. Remove marker paper

   E. Lift bolt of fabric and place onto rod of fabric spreader

   F. Place fabric up and over various rods until it extends to the back side

   G. Pull fabric through machine onto table and place fabric weight on fabric

      (NOTE: Beginning of fabric should be placed at beginning of marker.)

   H. Report fabric flaws to supervisor before proceeding

      (NOTE: Remember to observe rules for spreading special fabrics.)

JOB SHEET #2

I. Use one hand to push fabric spreader the length of the marker

J. Use the other hand at the same time to flatten out bubbles in fabric with yardstick

K. Cut across fabric when you reach the end of the marker

(NOTE: Some spreaders have automatic knives.)

L. Divide bundles with layers of tissue paper

(NOTE: This is not necessary when there is a change of color.)

M. Place marker on top of plies

N. Tack marker to fabric

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #3--SPLICE FABRIC

I. Materials and equipment

   A. Splice marks

   B. Fabric

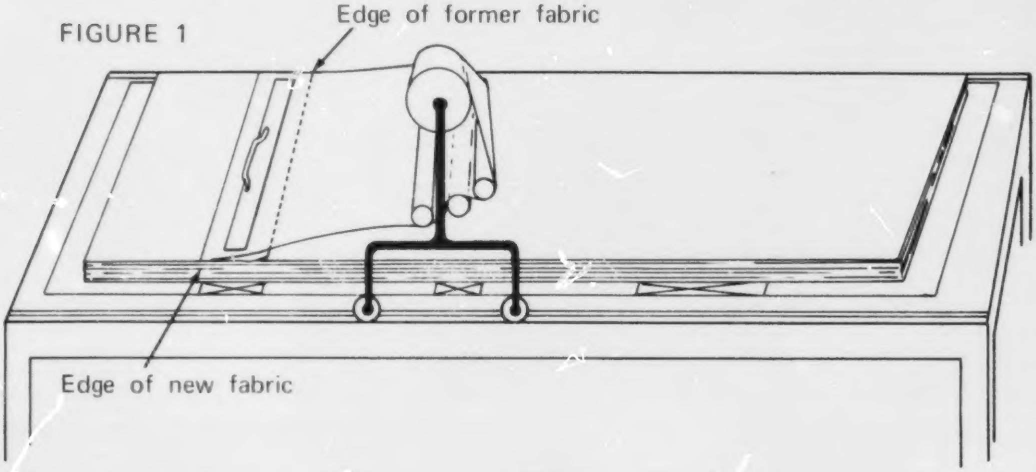
II. Procedure

   A. Unroll remaining fabric from bolt

   B. Remove core from former fabric bolt and replace it with a new bolt of fabric

   C. Start the new fabric at the last splice area that was covered or entered by the former fabric (Figure 1)

FIGURE 1



   D. Place new fabric slightly beyond the furthest end of the splice mark (Figure 1)

   E. Use cloth weight to hold down new fabric edge

   F. Continue spreading fabric

   (NOTE: Splicing is also necessary when a fabric flaw must be taken out.)

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #4--OPERATE CUTTING KNIFE

I. Materials and equipment

   A. Several plies of fabric with marker tacked on top and underlay paper beneath

   B. Cutting knife

II. Procedure

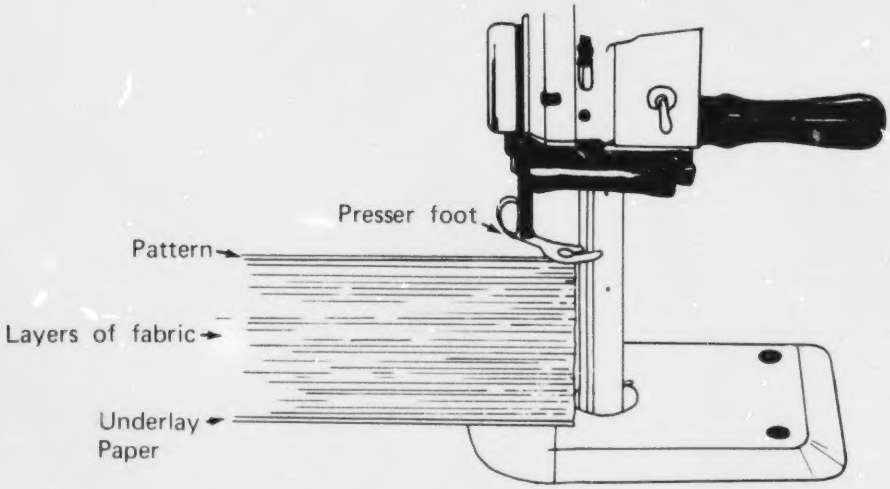
   A. Lift underlay paper and slip sideplate of cutting knife under the paper

   B. Push in presser foot lever

   (NOTE: This allows you to use the presser foot pull-up.)

   C. Pull the presser foot up as high as it will go

   D. Release presser foot lever to lock presser foot into highest position



   E. Slide knife blade up next to fabric

JOB SHEET #4

F. Push presser foot lever and lower presser foot down onto the top of the fabric marker

(NOTE: The presser foot on top of the fabric marker keeps the marker and fabric from shifting as you cut.)

G. Turn on knife

H. Cut around the pattern part as marked on the marker

(CAUTION: Always keep presser foot lever pushed in as you are cutting!)

(NOTE: When the knife leaves the fabric the presser foot will drop to the wing plate. This keeps the cutter from accidentally cutting into another pattern piece.)

I. Continue cutting pattern pieces, raising presser foot before starting each piece

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #5--BUNDLE A GARMENT

I. Materials and equipment

  A. Cut fabric plies

  B. Prepared bundle cards

  C. String or long narrow fabric scraps

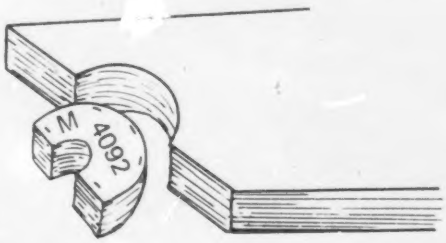
II. Procedure

  (NOTE: Bundling practices vary from industry to industry.)

  A. Obtain bundle card from supervisor

  B. Select a stack of cut pieces that match your bundle card (Figure 1)

FIGURE 1



    1. Observe color of fabric and color named on bundle card

    2. Read top of marker and bundle card and match size and pattern number

    3. Count plies

    (NOTE: This only needs to be done on the first stack in this bundle. Check that they match number of plies given on bundle card.)

  C. Separate portions of bundle card

  D. Match portion of card with correctly cut pieces

  E. Take only one bundle at a time

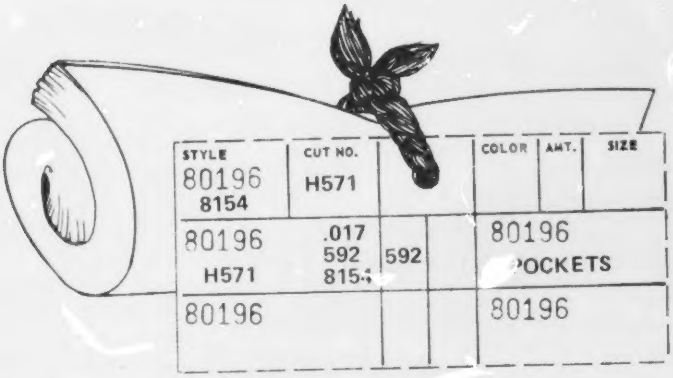
  (CAUTION: Paper between plies or change in color indicates different bundle.)

JOB SHEET #5

F. Tie bundle pieces together with correct portion of bundle card on string (Figure 2)

(NOTE: Use a knot that will be easy to untie. Color, amount, and size is usually only listed on top of whole bundle card and not on each portion.)

FIGURE 2


STYLE
80196
8154
CUT NO.
H571
COLOR
AMT.
SIZE
80196
H571
.017
592
8154
592
80196
POCKETS
80196
80196

CUTTING ROOM OPERATIONS
UNIT III

JOB SHEET #6--SHADE MARK OR NUMBER A BUNDLE

(NOTE: This is done to eliminate shaded garments. The same ply of fabric is sewn into one garment.)

I. Material and equipment

   A. Bundled fabric pieces

   B. Ink pen

II. Procedure

   A. Find top ply of tied bundle

      (NOTE. This should be inside or outside ply. Do not untie bundle.)

   B. Mark the top ply with a *1* in seam allowance

      (NOTE: Every factory has a preferred place for numbering.)

   C. Mark remaining plies of bundle with consecutive numbers in same area

   D. Do this on every bundle, making sure you start numbering on top ply

      (NOTE: In some industries shade marking is done with a ticket machine that numerically attaches a pressure sensitive sticker onto each ply.)

CUTTING ROOM OPERATIONS
UNIT III

TEST

NAME________________________________ SCORE____________________

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Process of sorting and tying together garment parts

_____b. Amount of overlap necessary to "pick up" all garment parts in the splice

_____c. When pieces of a sewn garment seem to vary in color

_____d. Place where fabric is woven or knitted

_____e. Surface of raised or brushed short fibers that lay in one direction

_____f. Following the direction of the fabric yarns

_____g. Length of fabric rolled onto a long, narrow, spiral cardboard tube

_____h. One layer of fabric

_____i. Those fabrics that are very slippery

_____j. Finished edge along the length of the fabric

_____k. Large paper with a pattern piece arrangement duplicated on it

_____l. All fabrics and fibers that were dyed in the same solution at the same time

_____m. Paper laid between cutting table and bottom ply of fabric

_____n. Long narrow needle that is heated to pierce fabric easily; used to mark darts, pocket placement, and belt loops

1. Nap
2. Dye lot
3. Straight of grain
4. Bundle
5. Bundling
6. Marker
7. Underlay paper
8. Piece good mill
9. Bolt
10. Selvage
11. Ply
12. Marker splice
13. Pickup
14. Clock number
15. Fluid fabrics
16. Hot drill
17. Fluid drill
18. Shaded garment
19. Shade marking or numbering

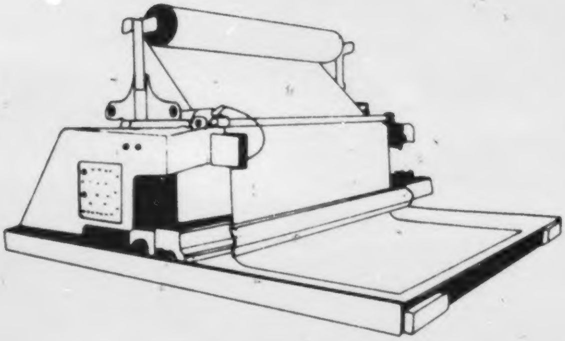
______o. Long, narrow, piercing needle that leaves traces of flourescent liquid for marking darts, pocket placement, and belt loops; invisible unless observed under a black light

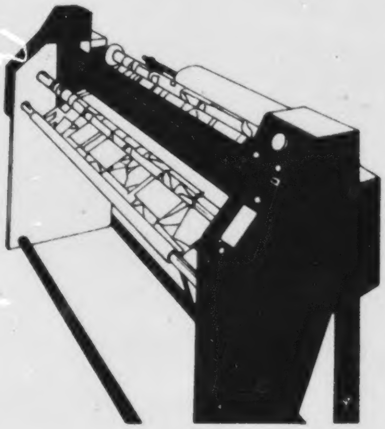
______p. Marking garment parts in order to distinguish one ply from another

______q. Specific number of specific garment parts in a group

______r. Section on a marker used when overlapping fabric ends; determined by a brief interlocking of pattern parts

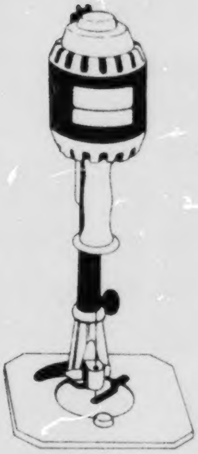
2. Identify tools used in the cutting room. Place the appropriate names in the spaces provided.



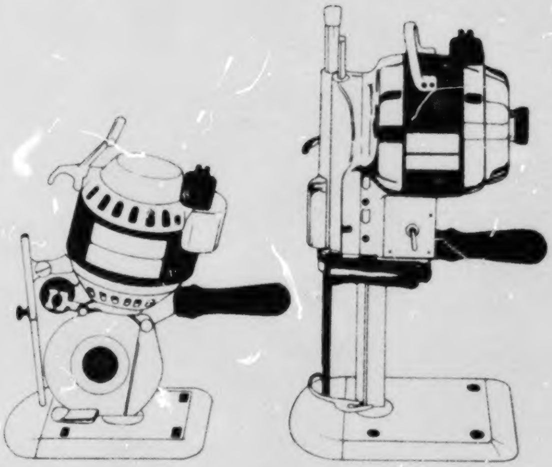


a. ____________________

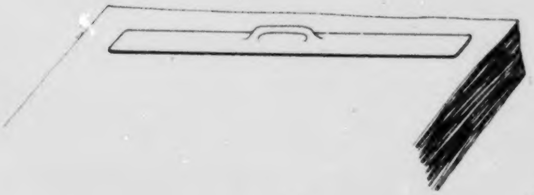
b. ____________________



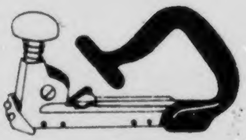
c. ____________________



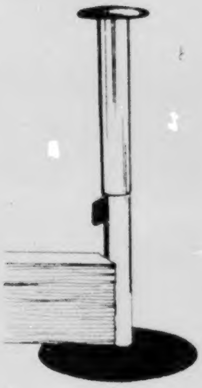
d. ____________________



e. ____________________

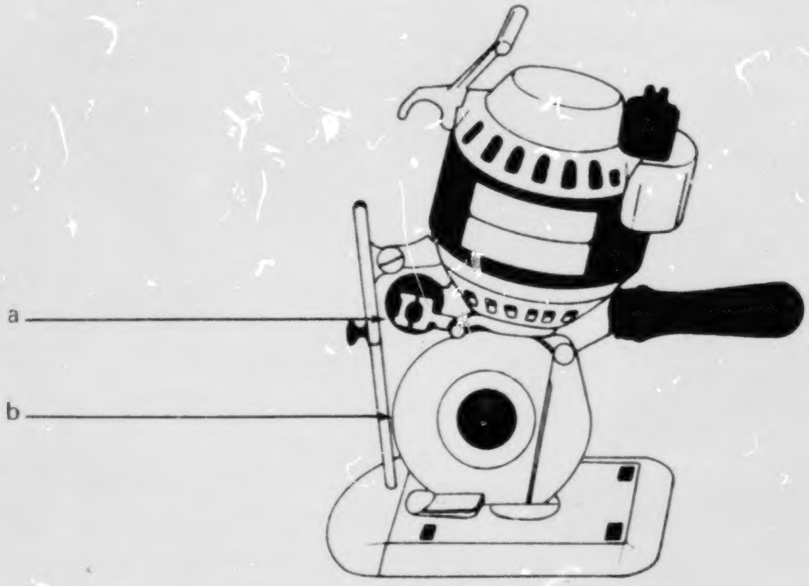


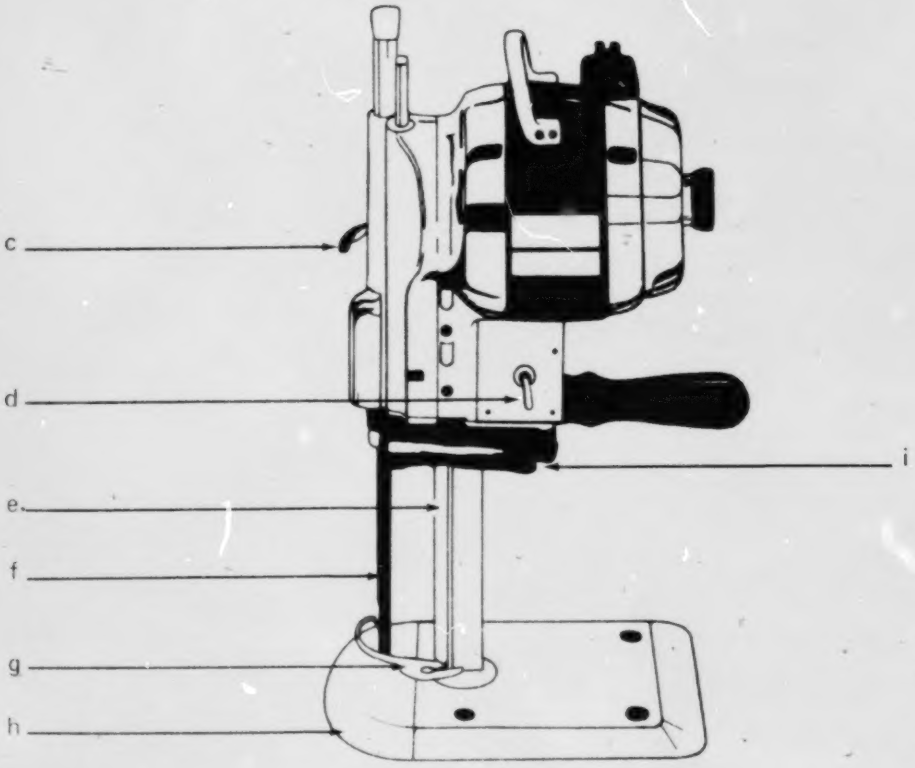
f. ____________________

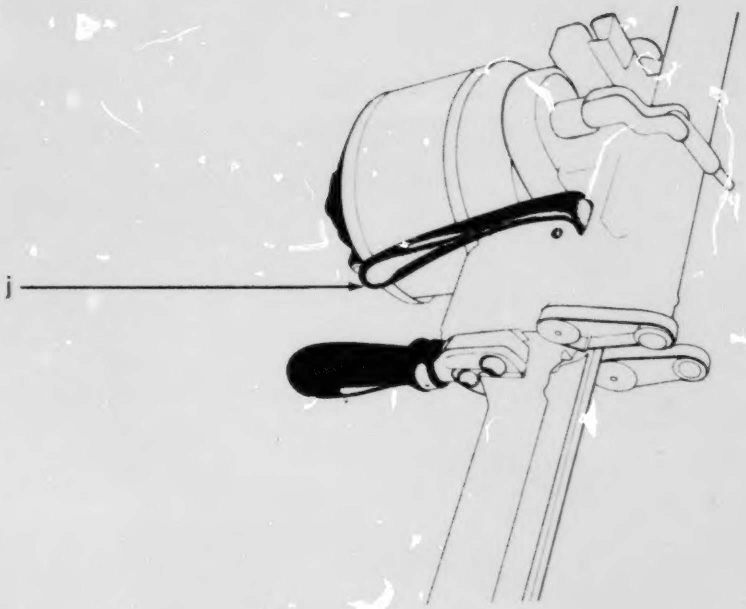


g. ____________________

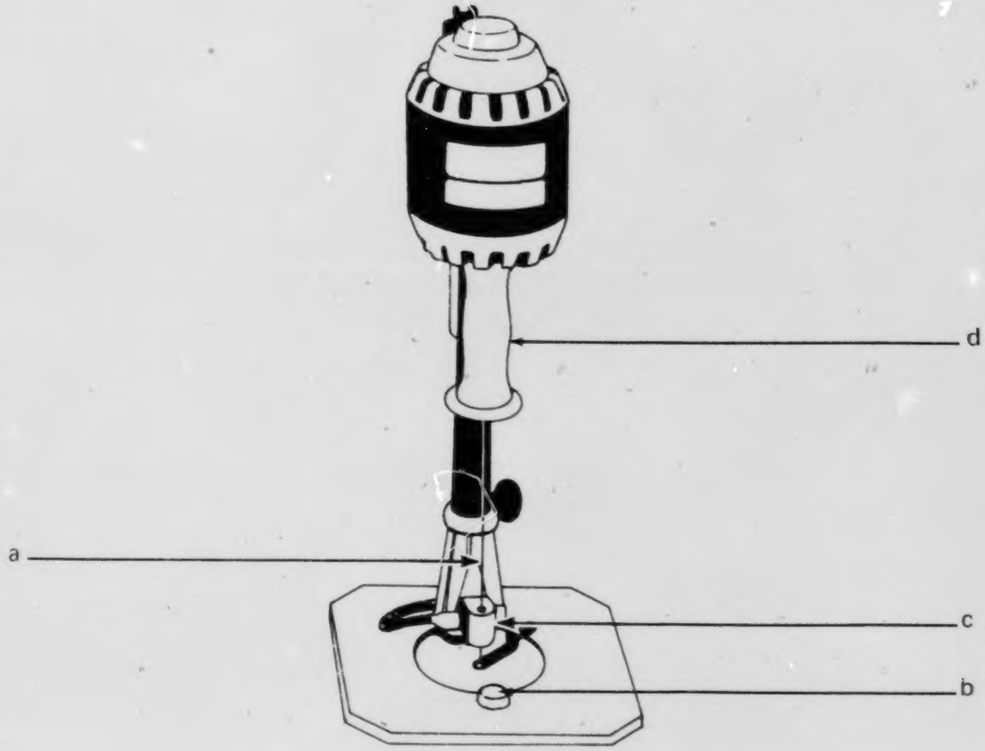
3. Identify basic parts of the round and straight blade cutting knives.







4. Identify basic parts of the hot drill.



5. Match cutting room tools to their correct functions. Place the appropriate numbers in the blanks provided.

_____ a. Used to hold fabric flat when spreading

_____ b. Used to drill holes in fabric for guidelines in sewing

_____ c. Saves time by making additional markers from original plan

_____ d. Used to cut several plies of fabric

_____ e. Used to aid in the ease of spreading fabric; has wheels to roll quickly from one end of cutting table to the other; may have knife to cut fabric at end of marker

_____ f. Staples marker to fabric

1. Cutting knife
2. Drill
3. Fabric spreader
4. Marker duplicator
5. Pattern tacker
6. Cloth weight

6. Select from the list below common fabric flaws and problems. Place an "X" in the appropriate blanks.

_____ a. Variety in lot colors

_____ b. Stretch in a knit is in the wrong direction

_____ c. Crooked design on fabric

_____ d. Fabric edges curl up as it is unrolled

_____ e. Nap runs in variety of directions

_____ f. Incorrect length of fabric

_____ g. Streaks or improper dye

7. Discuss the ways to spread three special fabrics.

____

____

____

____

____

____

____

8. Select from the list below factors restricting number of plies to be cut. Place an "X" in the appropriate blanks.

______ a. Color of fabric

______ b. Amount needed to fill order

______ c. Thickness of fabric

______ d. Quality of fabric

______ e. Stability of fabric

9. Match bundle card parts on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

______ a. Amount of single layers of fabric

______ b. Where single bundle unit is separated from whole card for the purpose of tying it on to a bundle

______ c. Number given to the design (pattern) used

______ d. Detached if perforated or cut off with nippers by operator and then placed on gummed card to keep track of number and cost of bundles sewn

______ e. Specific amount paid for each single job done

______ f. Used to distinguish one set of garments from another

______ g. Used to distinguish bundles with different dye lots and different colors

______ h. Place for person who does operation to write clock number

______ i. Identifies job by number rather than by words

______ j. Used to identify the pieces that were cut together on the same table

1. Bundle number
2. Style number
3. Cutting table number
4. Dye lot number and color
5. Number of plies
6. Piece rate
7. Detaching line
8. Operation number
9. Space
10. Ticket

10. List three considerations used in determining what makes a bundle.

a. ____

b. ____

c. ____

11. Select from the list below responsibilities of a bundle aide. Place an "X" in the correct blanks.

    _____a. Is able to see work

    _____b. Directs sewer to correct storage area of specific bundles

    _____c. Retrieves correct bundle piece for needed work

    _____d. Picks up partially completed bundles to move to next operator

    _____e. Responds to request of operator in need of additional work

12. Demonstrate the ability to:

    a. Plan a marker.

    b. Spread fabric.

    c. Splice fabric.

    d. Operate cutting knife.

    e. Bundle a garment.

    f. Shade mark or number a bundle.

    (NOTE: If the above activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

CUTTING ROOM OPERATIONS
UNIT III

ANSWERS TO TEST

1. a. 5
   b. 13
   c. 18
   d. 8
   e. 1
   f. 3
   g. 9
   h. 11
   i. 15
   j. 10
   k. 6
   l. 2
   m. 7
   n. 16
   o. 17
   p. 19
   q. 4
   r. 12
2. a. Fabric spreader
   b. Marker duplicator
   c. Drill
   d. Cutting knives
   e. Cloth weight
   f. Tacker
   g. Hand notcher

3. a. Sharpening stone
   b. Round knife
   c. Presser foot pull-up
   d. On-off switch
   e. Straight knife
   f. Presser foot rod
   g. Presser foot
   h. Wing plate
   i. Sharpening bands (grit paper)
   j. Presser foot lifter
4. a. Needle
   b. Level
   c. Heating element
   d. Handle
5. a. 6
   b. 2
   c. 4
   d. 1
   e. 3
   f. 5
6. a, b, c, e, g
7. Discussion should include:
   a. Napped and one-way designs
      1) Fabric must be cut at ends and rerolled from same beginning point so that the nap will run in one direction
      2) Marker must be planned so that all pattern pieces are going the same nap direction for each individual garment
   b. Quilted--Laid the same as regular fabrics with fewer plies because of thickness

   c. Striped or plaid
      1) Match stripes and plaids at selvages
      2) Straighten stripes and plaids as they go across table

8. b, c, e

9. a. 5
   b. 7
   c. 2
   d. 10
   e. 6
   f. 1
   g. 4
   h. 9
   i. 8
   j. 3

10. Any three of the following:
    a. Similarity in size, color, and style
    b. Customer order (consumer demand)
    c. Convenience in handling
    d. Similarity of sewing operations

11. a, c, e

12. Performance skills evaluated to the satisfaction of the teacher

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to inspect and press finished sewn products and prepare products for shipping. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with quality control, pressing, and shipping to the correct definitions.
2. Select from a list generally accepted practices of quality control.
3. Select from a list generally accepted practices of industrial pressing.
4. Describe the conditions of the pressing job.
5. List basic ways to prepare products for shipping.
6. Demonstrate the ability to:
    a. Inspect and return unsatisfactory garments.
    b. Operate pressing machine.

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for teacher:

   A. Provide student with objective sheet.

   B. Provide student with information and job sheets.

   C. Discuss unit and specific objectives.

   D. Make transparency.

   E. Discuss information sheet.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Use store-purchased sewn products for Job Sheet #1 if student-made items are not available.

   H. Arrange field trip to observe shipping, pressing, and quality control in an industry setting.

   I. Give test.

   J. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

   C. Transparency master: TM 1--Parts of a Repair Slip

   D. Job sheets

      1. Job Sheet #1--Inspect and Return Unsatisfactory Garments

      2. Job Sheet #2--Operate Pressing Machine

   E. Test

   F. Answers to test

III. Unit reference--Hillinger, M. Yvonne. *Power Sewing.* West Trenton, New Jersey: State of New Jersey, Department of Education, Vocational Division, 1971.

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Closures--Devices that allow garments to be secured or removed

Examples: Zippers, buttons, hooks and eyes

B. Eye measurement--Checking that things "look" correct without actually measuring the item

C. Tuck--Small sewn pleat that allows for fullness

D. Bundle cart--Device used to quickly move garments from operator to operator

E. Standard--Quality of work that is acceptable

F. Area supervisor--Person responsible for a group of people working on similar operations

Example: Person in charge of zipper application area

G. Align--Place together edges and corners of two or more pieces

H. Fuse or bond--Melt or glue two pieces together so that they become one

I. Appliqué--Patch of fabric used for decoration

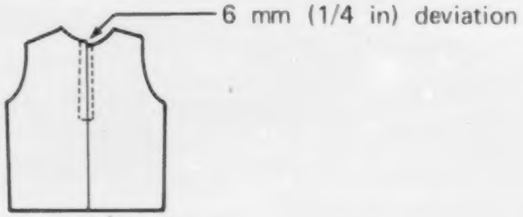
J. Quality control inspector--Person who inspects completed garments for flaws; may also cut threads

(NOTE: Duties may vary from industry to industry.)

II. Generally accepted practices of quality control

A. Standards of inspection vary from industry to industry

Example: Neck facing that is off 6 mm (1/4 inch) might be acceptable in one factory, but in another factory it would need to be redone



B. Garments needing repair are returned to operator who made mistake (Transparency 1)

INFORMATION SHEET

C. Area supervisors attempt to catch mistakes before they are passed on to the next operation

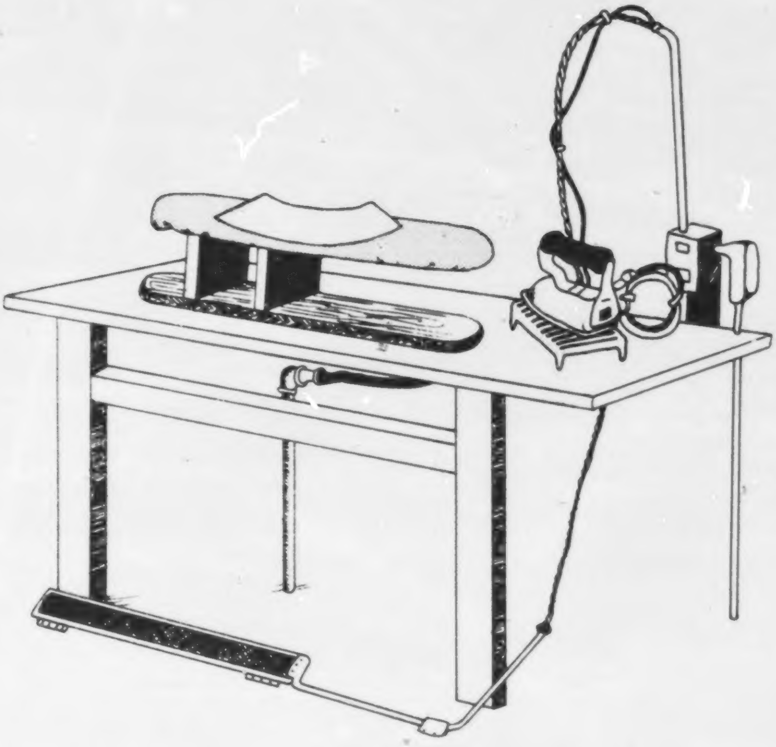
III. Generally accepted practices of industrial pressing

A. Many industries do not press clothes

(NOTE: This is because the clothes become crushed in shipping.)

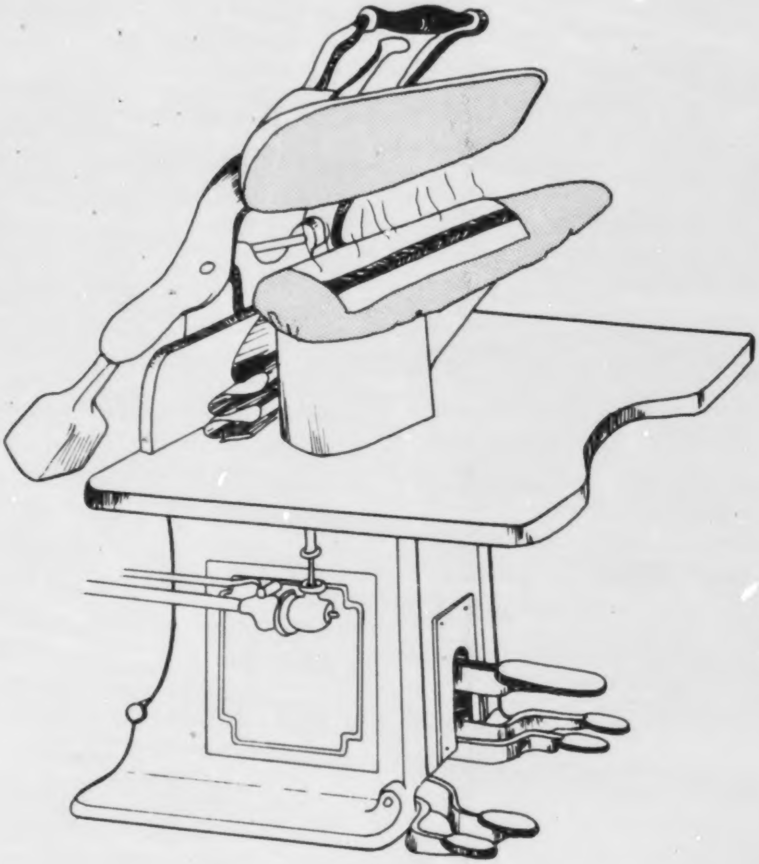
B. Pressing is often limited to fusing interfacing or working on small pieces

Examples: Collars, cuffs, pockets



INFORMATION SHEET

C. Seams and details are pressed flat while remaining garment is not pressed



IV. Conditions of the pressing job

A. Ability to align pieces is necessary when fusing interfacing and appliqués

B. Environment is very warm and humid

C. Great deal of time is spent standing

V. Basic ways to prepare products for shipping

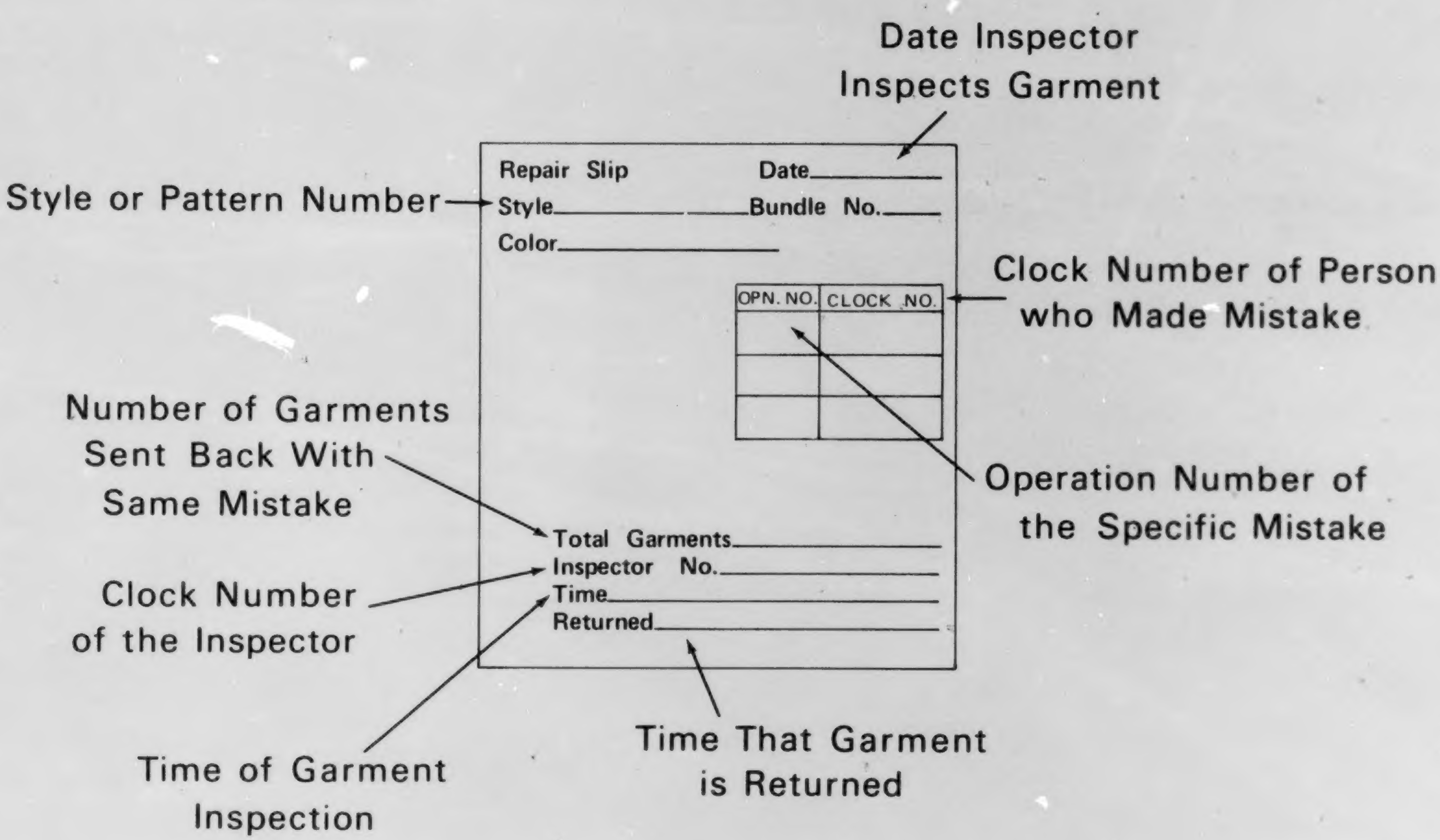
A. Hanging on hangers

B. Folded and sealed in plastic bags

(NOTE: This is often the request of a catalogue company.)

C. Boxed

Parts of a Repair Slip



Repair Slip Date__________

Style__________ Bundle No.______

Color__________

OPN. NO.	CLOCK NO.

Total Garments__________

Inspector No.__________

Time__________

Returned__________

Date Inspector Inspects Garment
Style or Pattern Number
Clock Number of Person who Made Mistake
Number of Garments Sent Back With Same Mistake
Operation Number of the Specific Mistake
Clock Number of the Inspector
Time of Garment Inspection
Time That Garment is Returned

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

JOB SHEET #1--INSPECT AND RETURN UNSATISFACTORY GARMENTS

I. Materials and equipment

- A. Nippers
- B. Garments (perfect and imperfect)
- C. Table
- D. Colored tape
- E. Repair slips

II. Procedure for inspecting garments

(NOTE: As flaws are found in a garment, fill out repair slip according to the procedure for returning garments found at the end of this job sheet.)

- A. Remove one garment from bundle
- B. Lay garment across table
- C. Run fingers down all seams to check that they are stitched closed (Figures 1 and 2)

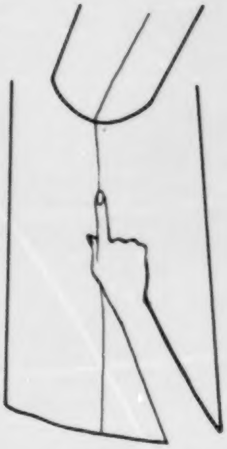


FIGURE 1 Stitched Shut

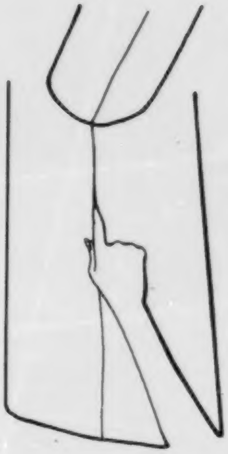


FIGURE 2 Places Where Stitching Didn't Catch

JOB SHEET #1

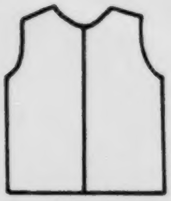
D. Clip all threads with nippers

(NOTE: Nippers are held in hand throughout entire inspection operation. If an electric thread cutter is used, nippers are omitted.)

E. Look at various stitching in different places to check thread tension

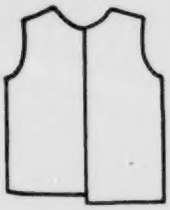
F. Check to see that hems are even (Figures 3, 4, 5, and 6)

FIGURE 3



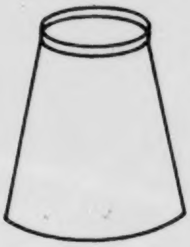
Even

FIGURE 4



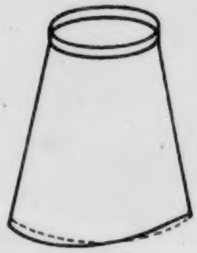
Uneven

FIGURE 5



Even

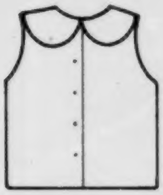
FIGURE 6



Uneven

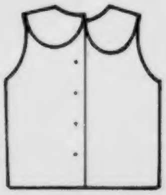
G. Check that facings, waistbands, and collars meet at closings (Figures 7, 8, 9, 10, 11, and 12)

FIGURE 7



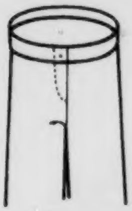
Even

FIGURE 8



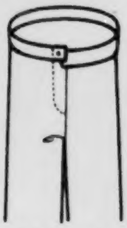
Uneven

FIGURE 9



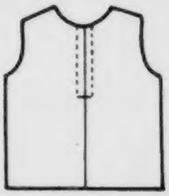
Even

FIGURE 10



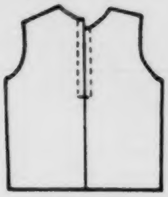
Uneven

FIGURE 11



Even

FIGURE 12



Uneven

JOB SHEET #1

H. Check that the length and shape of arms, legs, and collar tabs are the same (Figures 13 and 14)

(NOTE: To do this fold at center and match seams.)

Collar Length and Shape Match

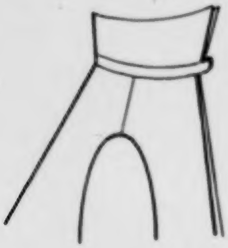


FIGURE 13

Collar Length and Shape Do Not Match

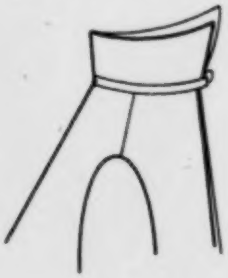
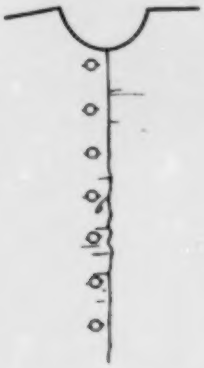


FIGURE 14

I. Button garment to see if it lays flat (Figure 15)

(NOTE: There should be no extra fullness between buttons.)

FIGURE 15



J. Eye-measure buttoned garment to check that buttons are equal distance from each other

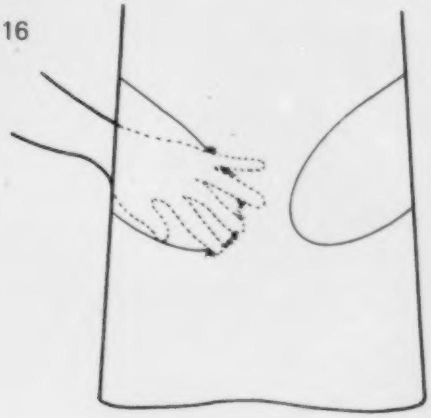
K. Check hem to make sure it is secured the total distance

L. Tug on buttons and trim to check their security

JOB SHEET #1

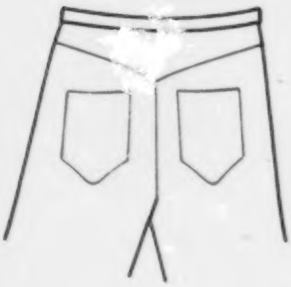
M. Put hands into side pockets to detect any seams that may not have been caught (Figure 16)

FIGURE 16



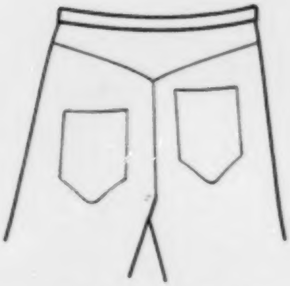
N. Check patch pockets for "hi-low" effect (Figures 17 and 18)

FIGURE 17



Even

FIGURE 18



"Hi-Low" Effect

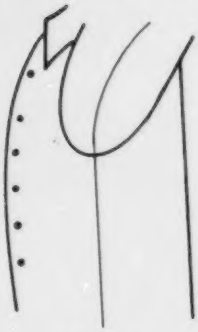
O. Check for tucks in seams

P. Check for any variation (shading) of color in fabric

JOB SHEET #1

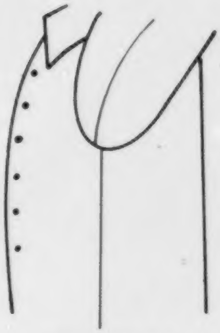
Q. Check that meeting seams are not mismatched (Figures 19, 20, and 21)

FIGURE 19



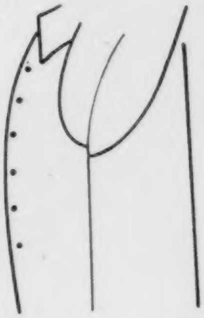
Matched

FIGURE 20



Mismatched

FIGURE 21



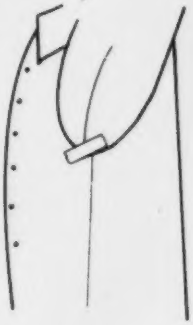
Mismatched

R. Check to see that plaids and stripes are matched

III. Procedure for returning garments

A. Place segment of tape on or near problem that needs repair (Figure 22)

FIGURE 22



B. Cut apart repair slips

C. Fill out one repair slip per garment

D. Pin repair slip to garment

E. Drape garment across bundle cart

(NOTE: Bundle aide will redistribute these garments to the correct supervisor and supervisor will return garment to operator.)

JOB SHEET #1

Cutting Line

Repair Slip Date________

Style____________ **Bundle No.**____

Color____________

OPN. NO.	CLOCK NO.

Total Garments____________

Inspector No.____________

Time____________

Returned____________

Repair Slip Date________

Style____________ **Bundle No.**____

Color____________

OPN. NO.	CLOCK NO.

Total Garments____________

Inspector No.____________

Time____________

Returned____________

Repair Slip Date________

Style____________ **Bundle No.**____

Color____________

OPN. NO.	CLOCK NO.

Total Garments____________

Inspector No.____________

Time____________

Returned____________

Repair Slip Date________

Style____________ **Bundle No.**____

Color____________

OPN. NO.	CLOCK NO.

Total Garments____________

Inspector No.____________

Time____________

Returned____________

QUALITY CONTROL, PRESSING AND SHIPPING
UNIT IV

JOB SHEET #2--OPERATE PRESSING MACHINE

I. Materials and equipment

  A. Pressing machine

  B. Garments

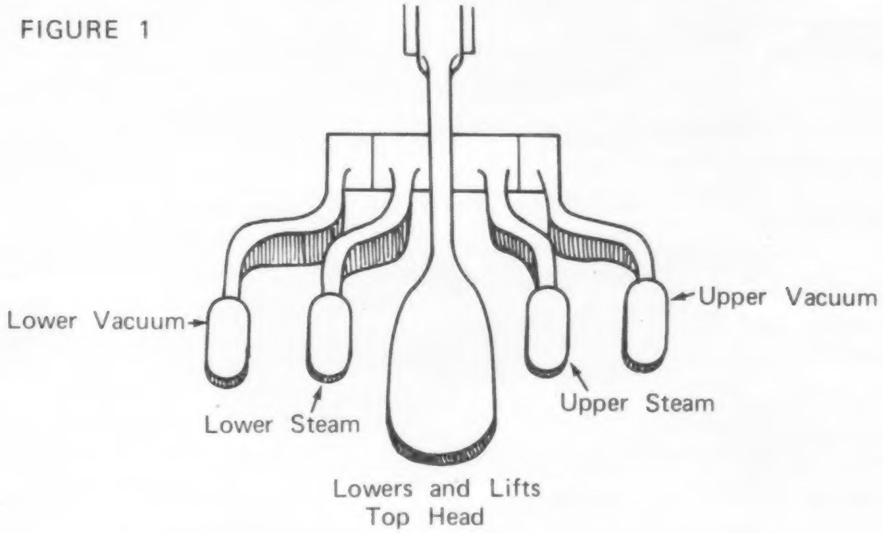
II. Procedure

  A. Place garment on board, seam side up

  B. Press foot pedal to lower top head (Figure 1)

  C. Press foot pedal for steam (Figure 1)

FIGURE 1


Lower Vacuum
Upper Vacuum
Lower Steam
Upper Steam
Lowers and Lifts
Top Head

  D. Release steam pedal

  E. Press vacuum pedal

  (NOTE: This operation extracts moisture while holding garment in place.)

  F. Release vacuum pedal

  G. Lift top head

  (NOTE: Depending upon type of machine, this is done either by pressing a release button or by pressing outer end of large center pedal.)

  H. Press all seams and details

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

TEST

NAME ______________________________ SCORE ____________________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

______a. Place together edges and corners of two or more pieces

______b. Small sewn pleat that allows for fullness

______c. Devices that allow garments to be secured or removed

______d. Patch of fabric used for decoration

______e. Melt or glue two pieces together so that they become one

______f. Device used to quickly move garments from operator to operator

______g. Checking that things "look" correct without actually measuring the item

______h. Person who inspects completed garments for flaws; may also cut threads

______i. Quality of work that is acceptable

______j. Person responsible for a group of people working on similar operations

1. Closures
2. Eye measurement
3. Tuck
4. Bundle cart
5. Standard
6. Area supervisor
7. Align
8. Fuse or bond
9. Appliqué
10. Quality control inspector

2. Select from the list below generally accepted practices of quality control. Place an "X" in the appropriate blanks.

______a. Employees are hired to make needed repairs on garments during quality control

______b. Standards of inspection are the same from industry to industry

______c. Area supervisors attempt to catch mistakes before they are passed on to the next operation

3. Select from the list below generally accepted practices of industrial pressing. Place an "X" in the appropriate blanks.

   ______a. Most industries press clothes before shipping

   ______b. Pressing is often limited to fusing interfacing or working on small pieces

   ______c. Seams and details are pressed flat before pressing rest of garment

4. Describe the conditions of the pressing job.

   ____

   ____

   ____

   ____

   ____

   ____

5. List the basic ways to prepare products for shipping.

   a. ____

   b. ____

   c. ____

6. Demonstrate the ability to:

   a. Inspect and return unsatisfactory garments.

   b. Operate pressing machine.

   (NOTE: If the above activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

QUALITY CONTROL, PRESSING, AND SHIPPING
UNIT IV

ANSWERS TO TEST

1. a. 7
   b. 3
   c. 1
   d. 9
   e. 8
   f. 4
   g. 2
   h. 10
   i. 5
   j. 6
2. c
3. b
4. a. Ability to align pieces is necessary when fusing interfacing and appliqués
   b. Environment is very warm and humid
   c. Great deal of time is spent standing
5. a. Hanging on hangers
   b. Folded and sealed in plastic bags
   c. Boxed
6. Performance skills evaluated to the satisfaction of the instructor